

## Students' Perception of Using Telegram as a Medium During Online Learning

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### Abstract

*The online learning policy initially set by the government gradually developed into something of interest because of its flexibility. This development brought telegram, a social media application for sharing messages, to become a medium for online learning. Several researched have been conducted but in a limited scope of discussion. This research seeks to discover students' perceptions of using telegrams as a medium during the learning process, including material, motivation, activeness, learning time, meeting, and teacher's role. This research is essential to contribute information on using technology in education. This descriptive qualitative research involves collecting and analyzing non-numerical data to understand the opinions and experiences of the 3rd-semester students at Hindu State University I Gusti Bagus Sugriwa Denpasar. An online questionnaire that already contained several questions related to the use of telegrams during online discussions was given to the students. The researchers did interviews to crosscheck and follow up on the questionnaire result. The result shows that students positively respond to using telegrams in online learning. However, some students expressed disagreements in several parts, namely motivation, interest, activeness, time of delivery, discussion of the material, and composition. To sum up, Telegrams can be a way to provide learning experiences to students in online learning.*

**Keywords:** *online learning; student perception; technology; telegram*

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### 1. Introduction

Covid-19 has indeed brought extraordinary changes to human life, including in education. In Indonesia, online learning is a policy implemented in schools to break the chain of Covid-19 spread. The government chose it because it is suitable for limiting direct meetings between students and lecturers. This learning can facilitate meetings in cyberspace using technology assistance. Learning

becomes easier without going to school since it can be done anywhere and anytime. On the other side, we need to prepare more effective ways of responding to and caring for the English language (Bryan & Charles, 2022). The teachers be supposed to assist the students with a suitable atmosphere of learning, especially in English (Amiruddin & Jannah, 2021). However, the pros and cons of implementing this policy are unavoidable.

Online learning is undoubtedly different from previous learning in the classroom. The lecturer can do it anywhere with the help of technology to minimize face-to-face meetings. This change makes the parties involved inevitably have to learn how online learning works. When asked to apply this learning model, the parties expect those already familiar with the technology. However, different for those who are far from technology. After all, online learning has both good and bad sides. The learners revealed positive responses during the COVID-19 pandemic. They perceived online learning as very helpful (Allo, 2020). Students were positively satisfied with e-learning (Saeheng, 2017) as well as teachers (Rosayanti & Hardiana, 2021). Online learning can be the learning solution in the pandemic era (Erliza & Septianingsih, 2022).

Online learning can access learning from any distance. It assists students and lecturers in increasing their ability to use technology (Gerbeshi Zylfiu et al., 2020). On the other side, student discipline, lack of internet access, and social interaction cannot be helped to become disadvantages of online learning for educational organizations (Hermanto & Srimulyani, 2021). Others said that online learning is not as effective as face-to-face learning (Septianingsih & Erliza, 2021). Some teachers found some obstacles, such as not being too familiar with online learning, especially in using the applications (Hermansyah & Aridah, 2021), internet access, and age constraints (Fauzan & Pimada, 2018). Besides, healthy reason becomes another obstacle during the learning process (Saputra et al., 2022). In the success of learning, the supporting components must be prepared. Some components, including students, lecturers, learning resources, and technology, should be integrated to achieve online learning success (Hermanto & Srimulyani, 2021). Also, the development of technology is needed to support e-learning implementation (Pustika, 2020).

Lecturers will be kept from the media; they are even expected to be able to use media that can achieve learning goals while getting a good response from students. Many experts have discussed various benefits of teaching media. According to Kemp & Dayton, although it has long been recognized that teaching media has many advantages, their acceptance and integration into teaching programs could be faster (Kemp & Dayton, 1985). They put forward several research results that show the positive impact of using media as an integral part of classroom teaching or as the primary way of direct teaching as follows:

1. The delivery of lessons is becoming more standardized. Every student who sees or hears a presentation through the Media receives the same message. Although lecturers interpret lesson content differently, with the use of media, the variety of interpretation results can be reduced so that the same information can be conveyed to students as a basis for further teaching, practice, and application.
2. Teaching can be more enjoyable. Media can be associated with attracting attention, keeping students awake, and paying attention. The message's clarity and demand, the changing image's attractiveness, and the use of special effects that can arouse curiosity cause students to laugh and think, all of which indicate that the media has a motivational aspect and increases interest.
3. Learning becomes more interactive with the application of learning theory and accepted psychological principles regarding student participation, feedback, and reinforcement.
4. The teaching time required can be shortened because most media only require a short time to deliver messages and lesson content in sufficient quantities and are likely to be absorbed by students.

5. The quality of learning outcomes can be improved when using words and images, as teaching media can communicate elements of knowledge in a well-organized, specific, and transparent way.
6. Teaching can be given when and where desired or needed, especially if the teaching media is designed for individual use.
7. Students' positive attitudes toward what they are learning and the learning process can be improved.
8. The role of the lecturer can change in a more positive direction.

In this modern era, the use of technology-based learning media is unavoidable. Pedagogical implications to benefit from technology for instructional purposes (Dağgöl, 2022). Using modern technology is a golden opportunity for interaction and collaboration with other teachers in conducting online learning (Khoshsima, Hooshang; Saed, Amin; Arbabi, 2018). Educators need to take advantage of digital applications to deal with online learning (Utomo & Ahsanah, 2020). Social Media is an option widely used in teaching and the learning process. The use of social media has a significant positive impact on learning English in terms of writing style, reading skills, listening and lexical variations, communication skills, and use of grammar (Muftah, 2022). Social Media is a tool that is used as a place to share information. The information shared can be in the form of text, images, audio, or videos. Until now, there have been various choices of social media that can be used. It is used not only for communicating with old or new friends but also as a tool to promote a business. WhatsApp can be used in online learning since it can get students involved during the learning process (Mumir et al., 2021). The other applications as the growth of creativity and innovation and motivation are google classroom and zoom cloud meetings (Ahmadi & Ilmiani, 2020). This research tries to use telegram as the research data.

Telegram is one platform used in the online learning process. As a tool for sending messages other than WhatsApp, Telegram is nothing new. Telegram is a choice of lecturer in the online learning process. Telegram is a free messaging service application. In 2013, Telegram was released by two brothers, Nikolai and Pavel Durov. This application's users increase until it is recorded that in 2021, the number of active users will reach 500 million. Telegram accounts are tied to users' phone numbers. This development makes telegrams one of the choices for communicating with students in the learning process. Therefore, it is necessary to conduct research on Telegram as a medium of learning. This study wants to see students' perceptions of the benefits of using Telegram as a learning medium.

## **2. Literature Review**

Several studies have been conducted regarding the use of telegram in online learning. Hence, using a telegram group, lecturers and students can keep in touch or communicate intensively in discussing the teaching material (Wiranegara & Hairi, 2020). It is used positively in facilitating the learning process outside the classroom. Moreover, it provides an excellent effect on learning English vocabulary (Hussein, 2020). In teaching English Language pronunciation, Telegram, as a social media platform, can be very effective and promising (Xodabande, 2017). In writing and vocabulary, Telegram helps students to develop their skills. Lecturers easily give feedback to improve student's skills in writing (Aghajani & Adloo, 2018). Students perceived that in learning vocabulary, Telegram is very useful (A. Abu-Ayfah, 2019). It positively impacts teaching vocabulary (Ghobadi & Taki, 2018). Telegram can improve learners' motivation in teaching reading comprehension ability and render beneficial results (Shirinbakhsh & Saedi, 2018). In listening, it is found that Telegram significantly affects the learner's comprehension ability (Salehpour, 2018). In online learning using platforms such as WhatsApp and Telegram, lecturers can easily share material; on the other hand, students can easily ask questions (Aduba & Mayowa-Adebara, 2022).

People found that Telegram was able to use as a learning medium of ease of use, usefulness, system usage, and attitude toward usage. However, they usually used it for daily conversation, shown by a lower percentage (Wahyuni, 2018). Another research shows that students positively responded to

using Telegram to learn English and how easy it was to use it. The study looks more at perceptions related to student perception, which is associated with language skills (Br Depari et al., 2022). Another researcher also did something similar: that Telegram benefits students regarding usefulness, communication, and satisfaction (Kusuma, Lintang; Suwartono, 2021)

Of all the research, there still needs to be a gap become the object of the research. It is the student's perspective on using telegrams as a media during online learning. As one aspect of learning, student opinions need to be considered, one of which is in the selection of learning media. Although widely used during pandemic conditions, technology-based learning media are still exciting and can be used after the pandemic. The flexibility of time and place is one of the reasons for using technology in the learning process. Online learning becomes possible to implement considering the development of technology that continues to increase. Therefore, it is essential to know students' perspectives regarding using Social Media as a medium of learning, especially telegrams. This perspective is seen from the opinion about the benefits of learning media by Kemp & Dayton. The results of this study are expected to contribute information and provide references related to the use of technology and telegram in the learning process.

### 3. Research Methods

This research is descriptive qualitative research. This research involves collecting and analyzing non-numerical data to understand the opinions and experiences of the research subject. Students in the 3rd semester at Hindu State University I Gusti Bagus Sugriwa Denpasar become the subject of this research. They come from the English Language Education Department and the Hindu Religious Education Department, with 58 people taking English subjects. The data to be obtained is their opinions regarding the experience of using telegrams in the online learning process.

The students were given an online questionnaire containing 16 statements related to using telegrams during online discussions to collect the data; The students were asked to provide opinions, whether they strongly agree, agree, neutral, disagree, or strongly disagree. The students fill out the questionnaire through their gadgets. The researcher also did interviews to crosscheck and follow up on the questionnaire results from results. The questionnaire was filled out and then counted to know the percentage. The result of the interview was grouped if anyone had the same answers. Then the answers were displayed in a table and accompanied by an explanation in the form of sentences descriptively.

### 4. Results

The following is the result of the questionnaire.

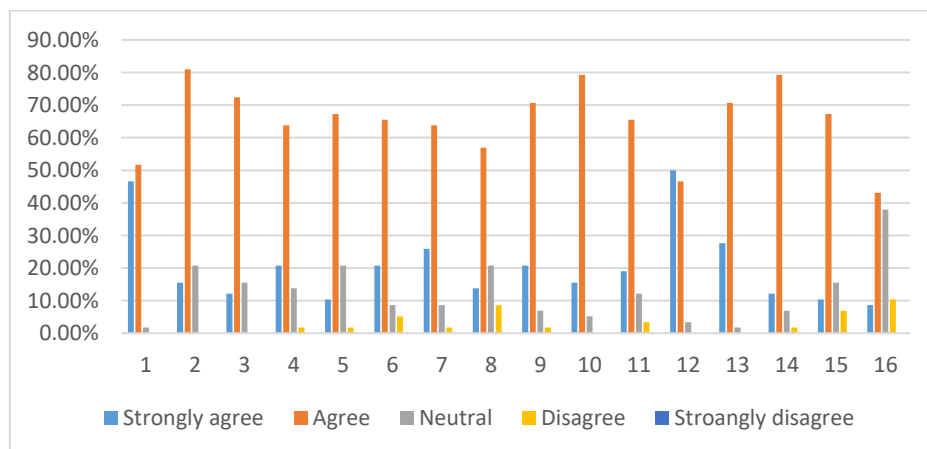
**Table: 1.** Questionnaire result

No.	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	The material given/delivered by the lecturer is the same between one student and another.	46,6%	51,7%	1,7%	0,0%	
2.	I have the same understanding as my friend regarding the material given	15,5%	81,0%	20,7%	0,0%	
3.	The material given via telegram becomes interesting	12,1%	72,4%	15,5%	0,0%	
4.	I am motivated to learn while using telegram	20,7%	63,8%	13,8%	1,7%	
5.	My interest in learning the material given increases when learning using telegram	10,3%	67,2%	20,7%	1,7%	
6.	I became more active in participating (both asking and answering) during	20,7%	65,5%	8,6%	5,2%	

learning using telegram.					
7.	The time needed to deliver learning materials is shorter when compared to face-to-face.	25,9%	63,8%	8,6%	1,7%
8.	The material discussed can be more.	13,8%	56,9%	20,7%	8,6%
9.	The material delivered via telegram is well structured.	20,7%	70,7%	6,9%	1,7%
10.	The material is conveyed clearly.	15,5%	79,3%	5,2%	0,0%
11.	The learning process becomes interesting.	19,0%	65,5%	12,1%	3,4%
12.	The material given can be studied again anytime and anywhere.	50,0%	46,6%	3,4%	0,0%
13.	I have a positive response to the learning material.	27,6%	70,7%	1,7%	0,0%
14.	I have a positive response to the learning process via telegram.	12,1%	79,3%	6,9%	1,7%
15.	Using telegram, lecturers can focus more on helping students with difficulties.	10,3%	67,2%	15,5%	6,9%
16.	I understand the material delivered via telegram without the need for further explanation by the lecturer.	8,6%	43,1%	37,9%	10,3%

The result of the data can be also shown in the graph below.

**Graph: 1.** questionnaire result



The questionnaire showed that 27 people, or 46.6% of respondents, strongly agreed that the material provided by the lecturer was received equally by students. Meanwhile, 53.4%, or as many as 31, answered agree. Based on the interview, questionnaire results also found that students received everything the lecturer gave during the learning process, including the learning material, online worksheet, discussion conversation, video, pictures, quiz, and material explanation. If the thing was sent as a file, the students needed to download it. Since the lecturer uploaded the learning material in a group, each member could see any activities. Even if there are only some students who ask questions, everyone can get the answers and explanations from the lecturer.

Students also said that, firstly, the lecturer shared the materials with all students. The materials could be accessed by the student anytime and anywhere. Secondly, the lecturer also sent written feedback in class groups in which all students could reflect on their work with the input given by the lecturer. Even the students privately consulted their progress to the lecturer, and in the end, the lecturer

also shared it with the whole students without putting specific names. In other words, the lecturer frequently sent feedback according to group or individual discussions to remind the rest of the students to fulfill the assignment requirement based on the highlighted recommendation.

Regarding understanding the material presented, most students answered, agreeing that they have the same knowledge, as much as 81% or 47 people. While 15.5%, or as many as nine people, strongly agreed, another 20.7%, or as many as 12, stated it was neutral. To understand the learning materials, students usually read all materials given in the telegram group, including all supported things such as video, teacher's explanation, and friend's questions. The students said that since the telegram recorded all descriptions from the lecturer in the group, they could read it carefully or re-read it. It helped them a lot to get their understanding. In an interview, some students liked to discuss the learning material with their friends and had the same experience. However, some students said they sometimes have the same understanding but sometimes do not.

The attractiveness of the material presented was also considered positive by students because 12.1% and 72.4%, or 7 and 42 people, stated that they strongly agreed and agreed. While the remaining 15.5%, or nine people, said it was neutral. Based on the interview, it is confirmed that students thought the material given was different compared to material shared through a whiteboard in a classroom. Seeing something colorful on their gadget also makes the students find the materials interesting. Some students also noted that learning using telegram is like chatting with other friends, which is very interesting.

Regarding motivation in learning when using telegrams, students answered various. 20.7%, or as many as 12 people, strongly agreed; 63.8%, or as many as 37 people, agreed; 13.8%, or eight people, state average; and 1.7%, or one person, disagreed. The interview result showed that most students desired to learn while using telegram. The lecturer gave a quiz differently using a telegram bot, which is new for them. It motivated them a lot to learn more about the subject. They wanted to get other references to be able to answer the quiz.

The interest in learning material when using telegrams in online learning also received various answers. 10.3%, or six people, strongly agree; 67.2%, or 39 people agree; 20.7%, or 12 people, say it is neutral; and 1.7%, or one person, disagree. In the interview, some students said that they were interested in learning the material given when using telegram. They usually re-read the material outside class hours. Because telegram stored the learning material on their gadget, it made them read it often and want to open and learn it. They said their interest in learning the material increased when using telegram. Some said they could open the file more than three times a day.

The questionnaire also obtained various answers about students' activeness in asking and asking questions. 20.7%, or 12 people, strongly agree, 65.5%, or 38%, agree; 8.6%, or five people, say it is normal; and 5.2%, or 3 disagree. In the interview, students said they felt confident in asking and answering questions using telegram. They added that it was different when they had a classroom meeting. They felt nervous because the others students saw he/him. Unlike telegram, students feel more secure and confident in asking and answering questions given by the lecturer. Some of them said that normally they answered one of several questions, but when using telegram, they participated in most activities during online learning. Some said that their friends caused their participation. Others said they do not need to be ashamed when doing something wrong. Besides, they said participating in the telegram was awesome since they could use cute emoticons to express their ideas and feelings. However, some students felt that telegram participation needed more effort when they needed better signals. They said that they successfully sent their ideas after the lecturer left comments.

Students also gave various responses regarding the timing of material delivery. Most answered agree, 63.8% or as many as 37 people. The remaining 15 people, or 25.9%, stated strongly agreed. Five other people, or 8.6%, said it was neutral, and one person, or 1.7%, disagreed. Based on the interview result, most students said that the time for learning materials needed was shorter when compared to

face-to-face learning. They said the lecturer could have explained the material since the lecturer did it in one file. The students usually read the explanations or maybe listened to a video given. They realized the lecturer's description might need to be better-structured face-to-face rather than online learning. It caused the lecturer to repeat or add more explanations, impacting the time. However, those who had struggled with their connection said it did not affect the time.

In the statement that the material discussed could be more, most stated positive responses with a percentage of 13.8%, and 56.9% stated strongly agree and agree. Twelve people and five, or 20.7% and 8.6%, said it was neutral and did not agree. From the interview result, the students said that the material discussed could be more because of the easiest way to ask or share their opinion. They just needed to type their ideas without waiting for their turn. On another side, some students said that since the explanation was clear enough, the students did need to discuss it more. Simple by reading or watching the file given.

The material presented an excellent structure and received a positive response from more than 50%, 12, and 41 people agreeing with each percentage of 20.7% and 70.7%. The remaining four answered okay, with a rate of 6.9%, and one person, with a share of 1.7%, said they disagreed. Most students said that the material delivered had a clear structure. The learning began with a quiz before discussing the topic. They realized it was to gain prior knowledge. After the students understood the issue well, they did some online worksheets to practice their understanding. However, some said taking the quiz was better after completing all worksheets.

Regarding clarity in the material delivery, as many as nine people, or 15.5%, and 46 people, or 79.3%, strongly agree. Three other people, or 5.2%, said it was neutral. Most students said that the material was conveyed clearly. They could get all the necessary explanations by reading or watching the file. They found the topic was supported by many sentences that were easy to understand. About the worksheet and quiz, they said they did get any difficulties with how to do them since the lecturer provided all instructions very clearly. On the other side, several students said they had challenges taking the quiz or doing the worksheet because they needed to familiarize themselves with the telegram.

From the statement that the learning process becomes interesting by using telegram, 11 people, or 19%, stated strongly agree; 38 people, or 65.5%; seven people, or 12.1%, said it was expected; and two people, or 3.4%, stated do not agree. Integrating technology into learning brings some benefits for students. According to the interview result, the exciting parts came from the methods used by the lecturers. The lecturer reflected on the procedures in the learning activities designs. For example, the lecturer sent some videos, articles, pictures, or news at the beginning of the discussion to encourage and lead the students to the topic. Furthermore, telegram could establish a deep-quality meeting since the lecturer taught the students to search and analyze information from attached links or any other resources that students have. It became interesting for the students because, unlike face-to-face learning, in which they primarily relied on the lecturer's explanation and performed passive learning, they could have engaging activities and focused on students' active participation.

From the statement that the students can study the material provided again anytime and anywhere, 29 people, or 50%, strongly agreed, 27 people, or 46.6%, approved, and two people, or 3.4%, said it was neutral. Students could study the material given again because the system stored it on their gadgets. The materials were still there until they deleted their device. They confirmed they could access it at home, a supermarket, a shop, and even a park. They just needed to download the file once so the students could open it without downloading it again. Even if it has been downloaded, it still needs an internet connection to use the telegram.

Regarding students' positive response to the material provided, 16 people, or 27.6%, stated strongly agreed, 41 people, or 70.7%, and one person, or 1.7%, said it was neutral. They said they got many benefits from the material in the telegram. Some students said they could learn more about the use of technology. They also said they got new experiences in understanding the materials. In face-to-face

learning, they mostly know the material from the lecturer's explanation, while in telegram, they understand the material by reading and listening. Besides, some people said they got more time to learn the material because of the flexibility of material access.

Regarding the positive response students gave to the learning process, seven people, or 12.1%; 46 people, 79.3%; four people, or 6.9%, said it was expected; and one person, or 1.7, said they disagreed. They said they got many benefits from using telegram in online learning. Some students said they could learn more about the use of technology in education. They could also learn to express their idea through writing English sentences. Some people said they got more time to learn the material because of the flexibility of material access. However, some said the learning process seemed informal because everything happened through social media. Most students agree that by using telegram, lecturers can focus on helping students with learning difficulties, namely 67.2% or as many as 39 people. Six people or 10.3 agreed, nine people, or 15.5%, said it was expected, and four people, or 6.9%, said they did not agree.

The interview result showed that most students felt significantly helped by the lecturer since it was easier to communicate with the lecturer. They could ask questions until they understood. Moreover, the lecturer gave some links through telegram, which immensely helped them. Some people had different opinions, nevertheless. They said students tried to solve their problems by finding other references.

The last question to the students was whether they understood the lecturer's material without further explanation. From a total of 58 people, five people, or 8.6%, strongly agreed; 25 people, or 43.1%, agreed; 22 people, or 37.9%, said it was average; and six people, or 10.3%, disagreed. The students thought sending learning material via telegram was enough since they had provided much-needed information. In contrast, the others believed that the students still required a further explanation from the lecturer. They needed to confirm their understanding to make sure. They sometimes felt not confident with their own opinion.

## **5. Discussion**

The results of the telegram questionnaire as a medium for online learning show diverse responses from students. The answers include the materials, understanding, motivation, interest, activeness, learning time, discussion, well-structured material, clearness, flexibility, favorable responses, and the role of the lecturer. The material presented by the lecturer in a class may differ depending on the student's understanding. However, in online learning, the material presented will be the same because the material is given and received by students simultaneously. In addition, students will notice one material between one student and another because everything is recorded in a conversation via Telegram. Several factors influence a person's understanding of the teaching and learning process. Some said that their understanding is from external and internal factors, for example, their talent in that subject. This is in line with research that states the aspect of talent is one factor influencing student achievement (Basri, 2022).

As stated by Saleem that the quality of online learning is predicted by university support, instructors' support, and motivational factors (Saleem et al., 2022). The learning method and medium are factors that influence students to be motivated in learning. Others said that their motivation arises because of their interest in learning the subject. This is related to Borah's statement that there are two types of motivation, including intrinsic or internal and extrinsic or external (Borah, 2021). Some internal factor from the learners influences their process of learning (Khasinah, 2014). Internal factors include physical health, intelligence, attention, interests, talents, motives, readiness, and fatigue. In improving students' motivation, being creative in using media, strategy, and delivering material is needed (Purnama et al., 2019). Internal factors encourage one to succeed in learning, while external factors support success from outside, such as the learning atmosphere. Students are seen to have the motivation to learn if they have shown the following attitudes: enthusiastic and diligent in dealing with assignments,

persistent when facing difficulties, showing interest in various problem solving, not quickly bored on the same task, and able to survive there are arguments when they feel confident in a particular task thing (Sardiman, 2018). Motivation relates to students' learning outcomes (Alhadi & Nanda Eka Saputra, 2017). Factors that affect student learning activity include internal student characteristics, attitudes toward learning, learning motivation, learning concentration, processing learning materials, exploring learning activities, self-confidence, and study habits. External factors are all factors that exist outside the student's self that influence student learning activities achieved by students. External factors affecting student learning include lecturers, social-environmental factors, curriculum and learning facilities, and infrastructure (Aunurrahman, 2012).

In comparison, external factors consist of family factors which include several things, including how to educate, home atmosphere, economic conditions, understanding of parents, and cultural background, and school factors which include teaching methods, curriculum, time, learning methods, and relations with lecturers and students. Teachers' influence, personal attitudes, and parental influence on students' motivation to learn a second language (Rahman et al., 2017). Moreover, community factors include student activities, friends to hang out with, and forms of social life (Slameto, 2010).

Material can be interesting depending on the views of each, which means it is subjective. Naturally, if some say interesting, some say no. The role of the whiteboard is replaced with a layer which is also added with cute icons. Telegram is free of charge, has unlimited space for cloud storage, supports media-sharing regardless of file size or type, and can be accessed from multiple devices. Telegram has unique features like high security, video calls, chat groups, channels, polls, and bots. The apps also make online learning interactive (Santi & Meet, 2022)

During face-to-face learning, in delivering material, the lecturer usually writes on the board and then explains it, or she explains directly without writing on the board. Lecturers will undoubtedly need more time to write first before explaining. It is the same when explaining directly; students may miss listening, so they ask the lecturer to repeat. Of course, this will increase the duration of time needed, unlike when using Telegram. Students adapt quickly to get the material, and there is little chance that students will ask again about what is explained.

The discussion consists of students' participation, including asking and answering questions. Face-to-face learning will take more time to discuss, especially if the topic is interesting and raises many questions. Using Telegram in a discussion can shorten the time since the students can ask questions simultaneously. It means there can be more material discussed using Telegram. Some students like having a discussion using telegram since it is easy to do it, and this is in line with research from Rahayu and Wirza that a positive perception of the usefulness and ease of online learning system influenced the participant in the learning process (Rahayu & Wirza, 2020).

Telegram gives us much time to think and prepare our learning material. There is also a feature to correct the mistake we made in that application, so it is helpful to design it well before publishing. However, the instructional design will influence learners' motivation (Giasirani & Sofos, 2020). Using Telegram to deliver learning material, lecturers will use writing most of the time. One advantage of writing is that we can return if we miss some parts. While in face-to-face learning, lecturers mostly use speaking in delivering learning materials. We need to concentrate when listening to someone speaking because we cannot return except by asking the speaker to repeat. Once speakers finish speaking then, it disappears. It differs from writing; we can go back if we still need to understand it.

An exciting learning process means students enjoy participating in all learning activities implemented by the lecturers. In a learning process, lecturers may have several activities. Delivering materials in any form through telegram provided more opportunities for students to access the resources in unlimited time. The lousy connection during virtual meetings became another reason they preferred telegram as a good choice since people could access it fully after fixing the connection. It is also observed that using telegram allowed students to study at the university while taking a part-time job.

The students also explained that this could help them save more money instead of printing out the materials. It helped them economically since some students came from lower economic families. The university frequently faces the challenge of having students copy or buy books for every subject with a high budget semester after semester. Speculative cost simulations have concluded that "a hybrid model of instruction in large introductory courses has the potential to reduce instruction compensation costs in the long run significantly" (Bowen, William G.; CHingos, Matthew; Lack, Kelly A; Nygre, 2013). Part-time and full-time students could actively participate in the online degree courses selected from any location or place, providing people traveling or relocated an easily accessible resource for experience and learning (Radu et al., 2011). The integration and use of e-learning offer disabled people an opportunity to advance their education from any location. This is also related to the statement that flexibility is a significant factor that affects students' satisfaction with distance education (Turan et al., 2022)

Positive response refers to the attitude and behavior formed by the students, which brings positive impacts or benefits to their learning process. Using telegram allowed the students to have more time to think critically about the given materials. They have more opportunities to read, analyze and understand the materials. Besides, the variety of the student's learning styles becomes another factor causing them to enjoy learning through telegram since they are free to manage their time and ways of learning (metacognitive). These findings have been supported by previous studies where a wide range of learning styles is one of the advantages of e-learning to students (Raspopovic et al., 2016)

Connecting to the previous item about the positive response toward the learning materials, the students also showed they could respond positively to the learning process. The student mentioned that they could flexibly manage their own time to finish work or assignments based on certain conditions. The condition could come from family events, student organizations, or other work apart from class assignments. In line with this, You and Kang (2014) in their research also found that online courses have been observed to be conducive to students who favor self-regulated learning. Furthermore, students can actively participate in an e-learning environment where they can increase their thinking ability and learn independently (Miller, 2018). The structure of via telegram discussion allows students to think and reflect on the questions and Feedback from lecturers or other students before replying. It allows students to practice answering questions and responding to Feedback in an organized, systematic, and in-depth manner. The situation is different from face-to-face discussions. In face-to-face discussions, students may comment or express their opinions without thinking carefully about the message they deliver. They are expected to say something quickly, or they may lose the opportunity to participate in the discussion. The students achieved better when they had full authority to manage their time. The flexibility encouraged them to be more productive, critical, and creative.

Since learning materials were prepared in advance, during the online class using telegram, lecturers had more time to focus on helping students understand the material. According to the students, telegram took a role in bridging the communication between students and lecturers. Because students set the flexibility in finishing the assignment or project, they find the difficulties and challenges in different ways and time should be solved accordingly. Moreover, the detailed Feedback from the lecturer became another input or recommendation for the rest of the students. Gikandi et al. also highlights that Feedback is more effective when linked to well-defined learning objectives when it is not limited to updating performance but encouraging learners to develop effective learning strategies to achieve the activity's objectives. Since the Feedback is not merely for correcting errors but also motivating the students throughout the process, it became another benefit for the students to have more attention from the lecturer (Gikandi et al., 2011)

Being provided with books or other resources, the students still need the presence of the lecturers explaining the materials. Telegram is very helpful for lecturers or students in sending big file sizes like e-books, e-articles, and audio and video materials for teaching and learning. Telegram can send messages, photos, videos, audio, and file up to 1.5 GB. (Manna & Ghosh, 2018). Because of this beneficial feature

in telegram, the students got more comprehensive and clear examples attached in any form for every topic of discussion. In contrast, it was observed that almost one-third of students found that on an average scale. The researcher found that the reasons came from the differentiated types of materials, and the number of resources led to different responses towards the topics.

## 6. Conclusion

From the explanation above, it can be concluded that students positively respond to using telegrams in online learning. However, some students expressed disagreements in several parts, namely motivation, interest, activeness, time of delivery, discussion of the material, and composition. Motivation, interest, and activeness can be influenced by external factors and factors from within the student, which sometimes take work to control. However, telegrams can be a way to provide learning experiences to students in online learning. The researcher suggests using telegram by considering other learning elements such as students, materials, and learning objectives.

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