

Student's Progressive Perception and Learning Experience: Efficiency of Self-Examination Simulation Platform in English Learning (ELT)

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Abstract. This article aims to analyze and describe students' progressivity in the English lecture. Progressivity is based on changes in perception variables and learning experiences based on the efficiency of using TOEFL AIO and CBT E-Learning. We followed descriptive qualitative design approach, using reflection sheet in questions to collect data who involved 77 students as participants through purposive sampling. Data was collected through the distribution of questions in reflection by using a combination of Open-ended and Close-ended Questions. The data were analyzed by coding to the variables and Spradley's ethnoscience analysis in describing the data by looking at the domain, taxonomy, and componential and expanding the interpretation by looking at the cultural themes of the existing data as main thematic analysis. The results show students believe that mental progressivity and student cognition that affect changes in student perceptions and learning experiences previously tended negative to progressive. Besides, they also believe the lecturers, as the main key role, determine whether there is progress or not and the application or platform will not play a role without the flexibility of the lecturer in the classroom. Then, the efficiency of the application and platform will impact students if the lecturer can make changes to student beliefs that have a domino effect on anxiety and internal motivation through a casual-contextual approach according to the perspective of the students themselves. As conclusion, this experience and progressivity were evaluated positively by them as long as ELT learning process activity puts students at the center and see how their perspectives

Keywords: *Progressivity, Perception, Learning Experience, Platform And Application Efficiency*

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INTRODUCTION

The authors have long been interested in the phenomena that occur to students during the teaching and learning process or giving English lectures in the classroom. This phenomenon is based on several conclusions from observations that they have difficulty in the learning process both conventionally and digitally. From this phenomenon, the authors conducted research to see whether the digital learning process with a different approach would have a significant impact. Addition, in the lecture process for the first year, IAIN Kendari students spread across 19 Study Programs from 4 Faculties are required to take English Courses I and II are needed to avoid graduation which will have an academic impact. There are classic complaints often conveyed by students (Arifin, 2017) in the face-to-face and consultation process to the authors as lecturers who carry out interpersonal communication with them. The complaint does not only revolve around the difficulty of understanding English, lexically, grammatically, and contextually (Al-Mekhlafi, 2011). They also often feel bored like other EFL students (Disman & Rudin, 2021), and the lack of practicum that involves them to be more active in experiencing language interactions directly (Astika et al., 2017). This language interaction is not only in the domain of direct conversation personal but also grammatical domains often a scourge for them (Megawati, 2016; Hidayati, 2018).

This language interaction process is a gap able to see students' ability to remember and understand language patterns orally and in writing which, if done comprehensively and temporally, can have a positive effect on them. The author is also realistic about the reality on the ground that EFL lectures on a regional or international scale always have negative perceptions for students (Alkaff, 2013). This is not new because generally this thinking is built from the assumption that this course is scary, boring, and unpleasant in the course of the course. This will also be strengthened by the perceptions and opinions about English lecturers who also seem scary, boring, and unpleasant.

All these perceptions, opinions, and assumptions by the author can be graded or at least changed by building pressings that can provide a stimulant effect, suppress, and challenge students to focus more but still feel comfortable. This approach is not only humanistically oriented but aims to change academic perceptions which will have an emotional and interpersonal bonding effect.

In the learning process, the author does not emphasize that students must be smart and reliable in English. But the author himself in the lecture process prioritizes literal, lexical, grammatical, and contextual understanding of English through the material lecture process and ends with a simulation exam of finding and remembering lexical, syntactic, and grammatical patterns using the TOEFL AIO application. This exam simulation method will ultimately build students' confidence and readiness to carry out the Mid-Semester Examination and Final Semester Examination using the CBT Platform in the domain of the IAIN Kendari E-Learning website.

In addition, the use of the TOEFL AIO and CBT E-Learning android application platforms greatly supports the English learning process during the online and online hybrid COVID-19 pandemic. Student activity and self-motivation to be more active

independently and be able to manage their managerial roles are very important (Alqahtani & Rajkhan, 2020). This is based on observations, reflections, and pre-research interviews conducted before COVID-19, at the beginning and end of the even semester 2020. It is undeniable that there have been obstacles in the online learning process during the COVID-19 pandemic in the past two years. (Mulyawan, 2020; Octaberlina et al., 2020; Lassoued et al., 2020; Adnan & Anwar, 2020). On the other hand, we can also see the advantages of online learning (Mitchell & Delgado, 2014; Khusniyah & Hakim, 2019). At least learning by prioritizing efficiency and effectiveness using multimedia devices (Mardievna, 2020) accompanied by lectures and instructions in remembering, understanding, and analyzing questions and problems will be more acceptable for students and lecturers both online, offline, and hybrid modes.

All of the problems raised became a factor for research considerations for the authors where previous research on learning applications mostly focused on learning applications and multimedia without looking at perceptions and reflections of pre, process, and post-application use accompanied by changes in the variables (Maedjaja & Susanto, 2016; Zatulifa et al., 2018; Ekayati, 2018; Elaish et al., 2019; Sampebua et al., 2020; Purgina et al., 2020).

Although there have been studies that have examined and examined perceptions of the use of applications in learning in the pre and post-pandemic period (Ganapathy et al., 2016; Ekinci & Ekinci, 2017; Wilson, 2020; Agung et al., 2020; Yokubov, 2021; Lin & Tsai, 2021), research that focused on perceptions and learning experiences with variables on the efficiency of the TOEFL AIO and CBT E-Learning android applications in the learning process has not been exposed in depth. It can be an important part in improving the ability to analyze questions with the TOEFL pattern and students' morale against the negative stigma of EFL lecturers.

With all these problems and by looking at previous research, so far, the authors found out the research on to the student's progressive by looking for their perceptions and learning experiences by aiming how the efficiency of self-examination simulation platform in english learning (ELT) through student reflection on this has not been explored or studied in more detail. Thus, the researchers in this article aim to analyze and describe students' progressivity in the English lecture. Progressivity is based on changes in perception variables and learning experiences based on the efficiency of using TOEFL AIO and CBT E-Learning.

Then, a comprehensive analysis of the process of changing perceptions and learning experiences of students in the EFL class along with the variables in it through the efficiency of a learning device and media (android and CBT E-Learning) in the learning process or EL lectures can at least be well described for evaluation and benchmark indicators for English teachers in the classroom where students as the evaluator by reflecting their experiences. In addition, in this case, ELT lecturers or teachers can evaluate their ways and perspectives in the process of recognizing material. That is often found difficult by students because the basic competence is not well caused by a mental factor such as concerns that they are incompetent and unsuitable on the targets must be met achieved in the ultimate learning objectives. Besides, we also see the wider implication of this research is not just about in

andragogy or pedagogical implication, more than this, it's also into in didactic and related variables about how students and ELT's circumstances.

RESEARCH METHOD

The method used was descriptive qualitative research (Creswell, 2007; Siyoto & Sodik, 2015) combined with ethnoscience (Spradely, 2006). The study involved 77 students as participants from the Department of Da'wah Management, Biology Tadris, IPA Tadris, and PAI Tadris at two different faculties (FTIK and FUAD) at the Kendari State Islamic Institute as a sample who took English courses I and II in the 2020 academic year. /2021. The participants involved were adjusted to the needs and objectives of the research through purposive sampling (Siyoto & Sodik, 2015; Sidiq & Choiri, 2019), where the validity of the data obtained involved triangulation of data sources and triangulation of methods (Sidiq & Choiri, 2019).

Table 1. Demographic profile of respondents

Basis of Classification	Category	Count	Percent
Faculty	FUAD	13	16,8
	FTIK	64	83,1
Department	MD	13	16,8
	Tadris Biologi	23	29,8
	Tadris IPA	11	14,2
	Tadris PAI	29	37,6
Class	A	38	49,3
	B	10	12,9
	C	29	37,6
Semester	Two	73	94,8
	Four	4	5,1
Gender	Male	17	22,1
	Female	60	77,9

Data that obtained in this research are 1) the efficiency of using the TOEFL AIO android application felt by students during the English lecture process for 1 and or 2 semesters, 2) advantages and disadvantages of CBT e-learning and applications that are felt by students during the lecture process, 3) changes in their perceptions before and after using platforms and applications during the COVID-19 pandemic and their expectations about the lecture process in the future.

Data were collected by distributing combined questionnaire sheet namely a reflection questionnaire (Creswell, 2007; Kristen Lethbridge, Mary-Anne Andrusyszyn, Carroll Iwasiw, Heather K.S. Laschinger & Rajulton Fernando, 2013; Saldaña, 2016) with adaptations according to needs which contains of Open-ended Questions (Popping, 2015) and Close-ended Questions (Creswell, 2007; Fraenkel et al., 2012) via Google Form in English WhatsApp groups in each class to see perceptions and honesty for their use of the app and their learning experience. The existing data were analyzed by coding (Saldaña, 2016) according to the research object variables and Spradely's ethnoscience (2006) analysis to describe the data by looking at the

domain, taxonomy, componential, and the expansion of interpretation of the data culture theme.

RESULTS AND DISCUSSION

RESULTS

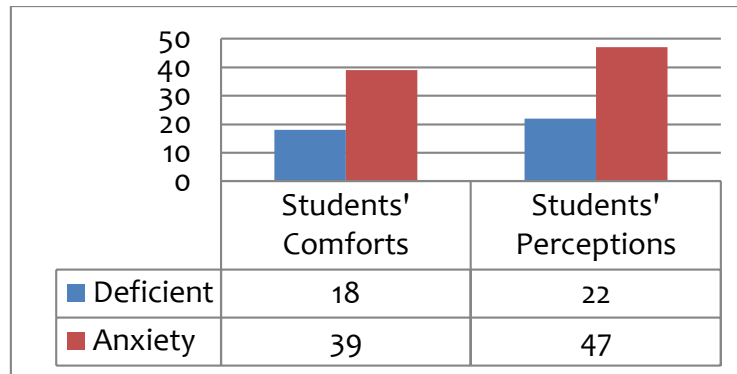
Students' perceptions and learning experiences

The author looks at students' perceptions and learning experiences over time from a synchronic and diachronic perspective through observation, discussion, and open consultation with an emotional and contextual approach. The distribution of data to students shows an indication of the same patterned similarities and variables. This perception is built massively and constructively over a long period and becomes an assumption that tends to be negative. This narrows down to 2 domains in the form of students' concerns about their implicit inability to become phobic or English Anxiety and their internal motivation due to their degraded confidence in the views/beliefs that this course is scary, does not have a central role in their cognition, and lecturers are subjective, authoritarian or intimidating.

Perceptions and learning experiences pre-application of applications and platforms

The author does not deny that there will be some teachers who feel that their learning process is quite good and is acceptable to students and/or students. However, if observations, discussions, and open consultations are carried out with an emotional and contextual approach outside of learning hours, massive similarities will be found and not in a partial perspective. Their perceptions and learning experiences tend to be negative. This can be seen in the table below where the pattern shows that worry and stagnant progression affect mental and psychic. Indirectly, material acceptance and material absorption are not as expected in the form of changes in verbal and non-verbal cognition in language skills. The data is divided into 2 parts, the negative progression related to comfort and perception in the lecture process in class. In addition, the learning experience also shows concern in learning mentally.

In the domain of comfort during the lecture process, they were divided into 3 groups, namely those who felt uncomfortable with their cognition in the teaching and learning process (18 students/23.3%), worried that they could not and were afraid to make mistakes in English (39 students/ 50.6%), and students who mentally and perceived learning based on good experience stated that there was no concern that they felt safe in the lecture process (20 students/25.9%). This last group is based on the assumption that in the previous semester, comfort in the good learning process whether it is through getting simulation learning applications and independent exams, appropriate cognition, and or good mentality is not a concern.

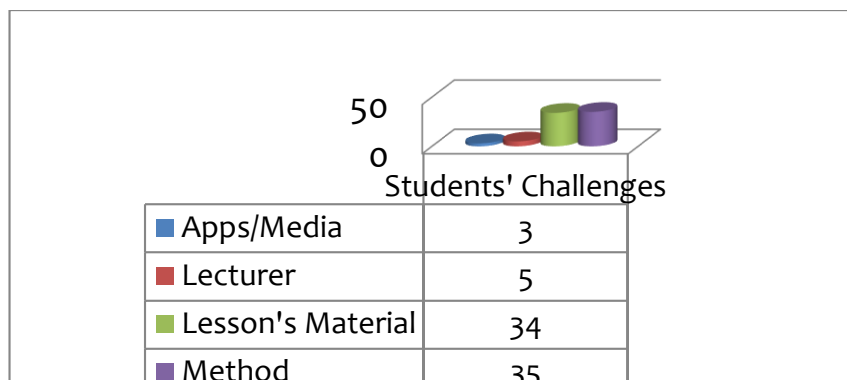
Table 2. Graph of negative progression distribution before the application of simulation learning applications and self-exams

In the domain of student perspective in the lecture process, it is divided into 3 areas of concern. The first is the negative perception of their ability in 4 language skills in the lingual unit studied (22 students/28.5%). The second is the fear of not being able to pass, the fear of the lecturers, and mental degradation in the lecture process and other factors in it (47 students/61%). Third, there is no negative perception for them on the English language lecture process (8 students/10.3%). This perception is based on learning experience, appropriate cognition, and/or good mentality.

Furthermore, they revealed that there was a factor of anxiety (anxiety) and their self-motivation which immediately fell (fear) and even some of them lead to excessive fear (hypochondria) in this course. These two factors are caused by:

- Not actively involved with independent and group participation in learning with simulations and casual actions.
- Concern and confidence in cognition of the 4 language competencies (listening, speaking, writing, and reading).
- The English Vocabularies they know and understand are inadequate.
- Intimidating and boring lecturers, processes, and learning experiences tend to dwell on subjects.
- Models and methods that tend to be boring plus the fact that online learning during this pandemic period is influenced by the quality of the network and a qualified quota.
- Exploration of accepted theories is not followed by simulations that provide them with reinforcement and experience.
- Monotonous and formalistic learning.

The author does not deny that the points listed above, for some people, tend to be provocative and hyperbole narratives. The majority of students who take English courses hate and are uncomfortable with this course. This hatred, empirically, can be based on the graph of the challenges of the learning process in the table. According to them, 4 factors become challenges in the learning process, namely the media used (3.8%), lecturers who teach (6.4%), difficult learning materials (44.1%), and lecture methods (45.4 %) which is analogous, static, unattractive and does not maximize the current tools and styles available to students.

Table 3. Graph of student challenges in the pre-implementation learning process of simulation learning applications and self-exams

Student perceptions and learning experiences after the application of simulation learning applications and self-exams

Within 3 semesters and intensified in 1 semester, based on the results of reflection based on observation, discussion, and open consultation by taking an emotional and contextual approach with students, seeing that the theoretical-practical casuistic lectures are humanist, casual, contemporary, and the out-of-the-box can at least provide comfort and an emotional-contextual approach to students.

In the process, the authors use a simulation learning application and the TOEFL AIO 2019 self-exam that they can access via their smartphones. The simulation learning application on the theory they received and the self-examination was then applied and integrated into the learning process through simulation to train students independently. To prove their learning process in the mid and final semester exams, the authors take advantage of E-Learning provided by the campus with a CBT domain that is relevant to the TOEFL AIO 2019 android application.

The COVID-19 pandemic is a supporting factor for the application of the platform in the learning process carried out. In addition, their perceptions and learning experiences tend to be close to positive or including positive indicating a change for the better or indicating progress.

Progressivity is focused on improving the reconstruction of the anxiety factor and their self-motivation which immediately falls (fear) even on the excessive fear that tends to be funny (hypochondria) for the better. Although it is not comprehensive in the cognitive domains of listening, speaking, writing, reading. Improvements indicated as progressivity was caused by several factors, such as:

1. The theory presented is reinforced with simulations to apply pressure and prepare for the exam. Simulations with CBT mode are casual, flexible, temporal, and partial, making it easier to remember, understand, and re-apply for them during exams.
2. Simulations and casual-contextual approaches provide a good stimulus so that there is a change in mentality and perspective in the lecture process.
3. Varied and casual-contextual learning methods and models accompanied by blended or hybrid learning provide opportunities for students in casual-contextual to consult academic and non-academic.

4. This learning process does not only involve personal but also interpersonal and intrapersonal communication among students to share knowledge.
5. The previously reduced self-confidence shows progressivity by doing temporal and situational practice and guidance.
6. Optimizing the use of student gadgets for independent study through the CBT application and the flexible E-Learning website.
7. The optimization mentioned in point 6 provides options for flexible and adaptive learning methods and models, providing mental stimulus to students to minimize boredom.
8. Efficiency and effectiveness recognized by students strongly support online learning that is applied during the Covid-19 pandemic. Efficiency and effectiveness are predicted to be better through hybrid learning with strict health protocols and limited participants to bridge the competency absorption gap between online and offline students.

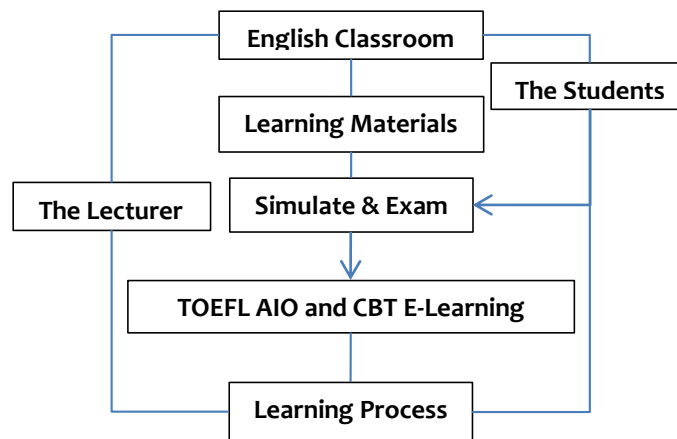


Figure 1. Patterns and Variables in the Progressive Process of Implementing Simulation Learning Applications and Independent Exams in the Classroom

This progressivity does not just appear without a process or solely because of the application and the website but is more dominant to the lecturers as the man behind the gun and learning that is varied, flexible, communicative, and provides comfort to students inside and outside the classroom. The distribution of the data shows that 4 classifications of progression points show the progress of students in the lecture process which are conical to:

1. the devices/instruments used in process,
2. simulations in the learning process,
3. the supporting factors for progression, and
4. attention to the continuity of progression.

Table 4. Progression points of devices/instruments used by students in the lecture process

Students use in learning process					
Difficulty				Support	
TOEFL AIO		CBT		Yes	No
No	Yes	No	Yes		
73	4	68	9	76	1

From the point of difficulty in using the application and CBT, the percentages show that 94.8% and 88.3% of students do not find it difficult to understand the material in the lecture process in this way. Furthermore, 98.7% of students emphatically, despite any deficiencies that could be found, stated that the use of the application and CBT supported them in understanding the material presented and helped prevent errors during exams.

Table 5. Simulation progression points in the learning process

Simulation in learning process			
Support (students' perspective)		Causal Factor	
Yes	No	Mentality	32
76	1	Knowledge	36
		Features	6

In the second classification of progressions, it can be seen that progression is influenced by simulation/practice questions in the learning process. Again, 98.7% of students stated that the simulation supported them in understanding the material presented and helped prevent errors during exams. This is influenced by several factors such as the presence of (1) mental factors in the classroom (mentality 41.5%), (2) student cognition on competency absorption (knowledge 46.7%), and (3) features that exist in applications and CBT (features 7.7%).

Table 6. Progression points of supporting factors in the lecture process

Supporting Factors in learning process		
	Comforts in learning	Students' perspectives
Lecturer	31	41
App/Web	14	6
Materials	6	3
Method	21	27
Model	2	

For the third classification of progression, it is indicated by an indicator of factors that support student progressivity in the learning process. This progression is polarized in 2 parts, namely anything that makes students in the learning process feel comfortable (decreasing anxiety) and students' perspectives that provide assistance in understanding the material efficiently and effectively. In terms of comfort and supporting factors for progress, the lecturer as a teacher becomes the dominant factor in the class (40.2% and 31.5%) and plays a central role in verbal and verbal and

mental cognition processes. Then followed by learning methods (16.1% and 20.7%) which were applied by the lecturers in developing the material and its application. This method is then supported by the use of android applications and CBT on the E-Learning website (10.7% and 4.6%) which are media in the learning process and "force" them to practice independent simulations more often with discussion-consultation options. As for the learning materials (4.6% and 2.3%) that were delivered and the learning model (1.5%) used, only filled a small slot. It is clear that lecturers and the delivery of material in lectures are the main keys to learning comfort that determine the success and failure of lecture progressivity.

Table 7. Attention progression points continuity progression

Continuity of app/web in next learning process						
App		Web		Students' perspectives		
Yes	No	Yes	No	Yes	No	Both
77	0	77	0	64	7	2

In the last progression classification, the progressivity based on the continuity or continuity of learning with application and website learning media is divided into 3 parts. Continuity of learning English I and II using applications on student gadgets and the E-Learning website on the CBT platform with a percentage of 100%. The percentage of 83.1% firmly stated that they felt the benefits of learning with this method. This method is efficient and effective through online and offline learning tools that they can access. So that the digital and contemporary impression is attractive to those who are expected to be continued compared to methods that seem analog, static, and rigid.

Progressivity of perception and learning experience (change of mentality and perspective)

This progressivity targets their perceptions and their learning experiences of this course. Mental and perspective changes during the learning process will affect existing cognition by applying simulation learning and self-examination as a method. As we can see in the image above, this progression is holistic and systemic. The results achieved can be partial, temporal, or total. So far, in the implementation process, the author focuses more on mentality and perceptions in lectures so that negative stigma is degraded.

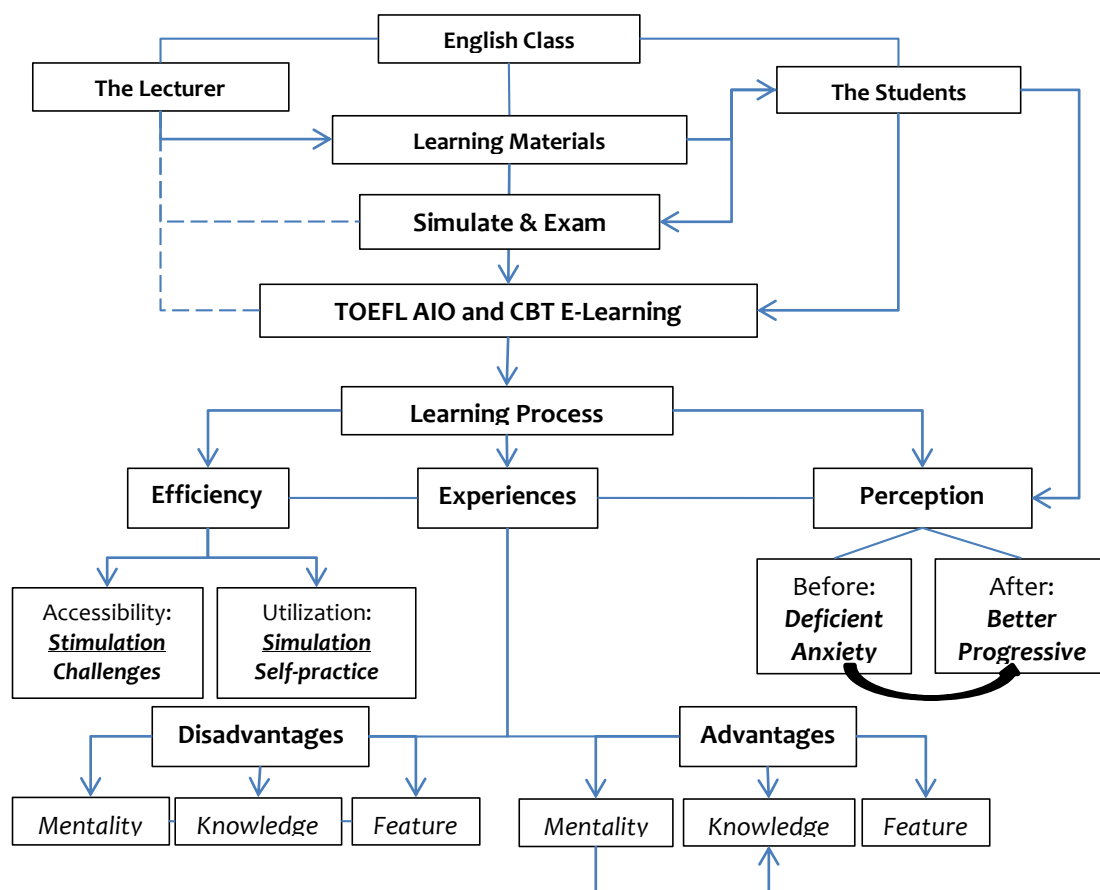


Figure 2. Holistic Flow of Progressivity

Efficiency

Efficiency is based on the progress obtained after implementing the use of CBT applications and platforms. The results show 2 things, namely the accessibility and utilization of android applications and the CBT platform. Determination of the efficiency taxonomy is based on the distribution of grouping answers from students who use the media for 1 or 2 semesters massively and continuously. Efficiency refers to how students feel before and after intensive study with simulations and examinations of the theory they have acquired. They feel that there is a change in the way of learning that was previously normal, leading to a direction that pressures them to be more pragmatic and stimulating. This provides pressing to focus on the material to be tested on the CBT platform.

Table 8. Classification of efficiency

No.	Ethnoscience Classification based on the Coding					
	Domain	Taxonomy	Componential	Referring	Σ	
1	Efficiency Q5, Q11	Accessibility	Stimulation	Q5	76	86
			Challenges	Q5	1	
				Q11	9	
		Utilization	Simulation	Q5	76	144

The stimulation componential shows dominance of 99%, indicating students mentally that the efficiency they feel from the learning process through the android application and the CBT platform stimulates independent intensive learning. The challenges from the platform are no longer a factor inhibiting the efficiency of the learning process because there has been a change in their perceptions and experiences. The use of the platform in learning in the simulations carried out strongly supports the stimulation process that runs in the same direction as the change process. The continuous practice provides structural mental and material reinforcement in the lingual unit being taught. Again, the efficiency of learning depends on how self-intensive simulations and learning consultations are applied.

Experience

Regarding learning experiences, it is undeniable that this can be reflected in objective or subjective learning experiences that cannot be assessed partially and temporally. It is systemic-holistic by involving the complexity of variables and patterns as well as participants leading to changes in perceptions and beliefs in the learning process and outcomes indicated in 2 main taxonomies, namely the advantages and disadvantages of learning with intensive simulations and exams through existing platforms.

Table 9. Classification of Learning Experiences

No.	Ethnoscience Classification based on the Coding				
	Domain	Taxonomy	Componential	Referring	Σ
3	Q2, Q3, Q4, Q6, Q7	Disadvantages	Mentality	Q4,	2
			Knowledge	Q4,	11
			Features	Q4,	22
		Advantages	Mentality	Q3,	32
				Q6,	76
				Q7	36
			Knowledge	Q3	28
				Q6,	76
				Q7	32
			Features	Q2	73
				Q3	17
				Q7	6

For the shortcomings that are felt by students during the learning process with the android and CBT platforms, they critically and actively point out the shortcomings of the platform used when the learning process is carried out. The coding of their responses narrowed down to platform features such as patterns and responses from the lingual lexicon to syntax in the simulation program. They also criticize the existence of patterns and answers that are not systematic according to the theory they are studying and what they are looking for. This shows the positive progress of the student inquiry process independently and intensive consultation

with peer mentors and lecturers to understand the grammar and lingual units being studied. On the cognitive side, they are honest about their weaknesses and concerns about deficiencies in understanding and respond to random patterns of lingual units. As for the mental side, they do not feel worried and fear because they feel relaxed and comfortable in the learning process that gives freedom and responsibility to be critical, active, independent, and intensive.

The advantages of learning in this way, students show positive answers that are converging on 3 components, namely

- (a) the direction of students' mentality in the learning experience,
- (b) their cognitive progression in the learning process, simulation, and
- (c) exams and features on the platform.

In the mentality aspect, students are more daring to choose and determine answers, ask questions and consult, determine patterns and problem-solving paths in the analysis, as well as courage and comfort in the learning process which shows their anxiety decreases. In the cognitive aspect, the analysis of problems in grammatical systematics and lingual units provided a gradual strengthening of language skills in understanding and mastering the systematics and functions of lingual units. As for the features aspect, although there are weaknesses and insignificant errors, students themselves find it easy and helpful to understand the simulated material and the systematic pressure given. Features give the impression of being contemporary and up-to-date on learning such as material explanations, multiple-choice questions, answer corrections, voice, time, and other features that do not make it difficult for them.

Perception

The perception of learning can be seen in the pre and post-implementation process of lectures with intensive simulations and exams through the android application platform and CBT E-Learning. The pre taxonomy is divided into components of decreased enthusiasm and interest in learning (deficient) showing indications of decreased self-confidence to learn with certain factors such as

- (a) learning experiences do not provide cognitive and mental changes,
- (b) discomfort during the process in class,
- (c) opinions stating difficulties and challenges during lectures are carried out empirically and abstractly,
- (d) the learning method does not provide learning dynamics and variations in the atmosphere, and
- (e) the material given and taught is not well absorbed which has significant implications in the progression of cognition and mentality.

Components of student anxiety caused by certain abstract factors that show mental and motivational degradation are divided into several parts such as

- (a) discomfort during lectures provides a negative stimulus for learning and interacting with mental,
- (b) the perception that this course will be intimidating, formalistic, orthodox, and theoretical with negative opinions is built up in the construction of thought,
- (c) thoughts about intimidating and centralized lecturers where students will passively follow a stagnant and static path.

- (d) fears of not being able to study well, aligning their cognition and existing platforms, not being able to use the given platform in the simulation and exam process, and accessing platforms that require devices and paid for which require space and operating power that is not compatible with their devices.

Table 10. Classification of learning perceptions

Ethnoscience Classification based on the Coding					
No.	Domain	Taxonomy	Componential	Referring	Σ
3	Perception	Before	Deficient	Q1	16
				Q9	39
				Q13	22
				Methods	35
				Materials	34
			Anxiety	Q9,	18
				Q13	47
				Lecturer	5
				Apps	3
		After	Better	Q1	61
				Q8	53
				Q14,	21
			Progressive	Q8,	21
				Q10	77
				Q12	77
				Q14,	52
				App	6
				Lecturer	41
				Material	3
				Method	27
				Q17	73
				Q18	75

In the post-taxonomy, the learning experiences that are felt and recorded by students are divided into 2 types of related components, namely better learning progress (better) and progress leading to a progressive trend, which is indicated by:

- learning experiences in previous classes can help them in the next stage,
- relaxation and factors that make learning comfortable with awareness to learn accompanied by mental readiness for the stages that will appear, and
- the courage to express opinions and opinions that are constructed from the experiences they feel during the lecture learning process carried out inside and outside the classroom. Although point (c) looks trivial, this progress shows that the individual mentality is better than before in communicating and channeling opinions to lecturers.

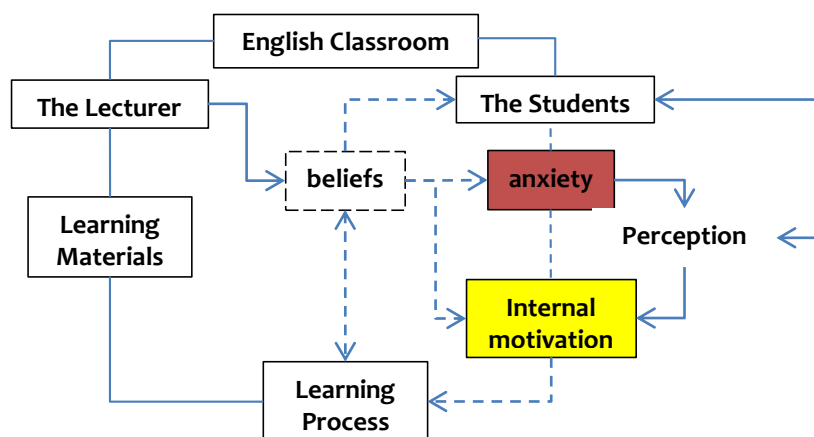


Figure 3. Patterns and Variables of Progressivity Process in Class

Progressive change is indicated by many variables, all of which are holistic, which are summarized in 4 parts, namely:

- relaxation of students' mentality and comfort factor in the lecture process,
- continued use of application platforms and CBT in learning and to the next level,
- opinions and arguments constructed in the process of cognitive and mental change can be expressed without fear of intimidation related to values and other intimidating matters,
- factors that influence the learning process such as lecturers as regulators and central in the classroom determine the success or failure of the change process, varied and casual learning methods provide dynamics and variations. Relevant and accessible application platforms and CBT help understand lecture material that can still be absorbed even though there are difficulties in several competency areas.

DISCUSSION

Here, we investigated the perceptions of students or participants by their progressive and learning experience. Here, we investigate the perceptions of students or participants based on their progressive and learning experiences. Results reveal several noteworthy patterns with implications for learning development where progressivities that showed better indications than before referring to several things that have implications for their pedagogical, didactic, and andragogical aspects mentally and recognitional. The discussion is framed by the main purpose of the research that is named before, followed by implications.

In the pedagogical domain, students show a change indicated by a progressive change in perception in the form of a previously hesitant mentality to become confident in their abilities through independent practice by using their memory of grammatical patterns so that they can understand grammatical structure and cognition (Cong Wang, Sida Zhu & Baopeng Ma, 2021). This pedagogical transformation is heavily influenced by teachers to students, namely students so that they can maximize their potential both cognitively and in character to understand themselves (Kung-Teck Wong, Gwo-Jen Hwang, Pauline Swee Choo Goh & Siti Khadijah Mohd Arrif, 2020 ; So-Yeon Ahn, 2021). The implications of this change in

pedagogical perspective have been proven in the discussion section where students agree with this by stating the majority that the success of the learning process is determined by the lecturer ([Linda De George-Walker & Mary Keeffe, 2010](#)) and how the lecturer approaches them and changes perceptions those who initially had worries then became confident in themselves ([Anna Dluzewska Rowe, Julie Fitness & Leigh Norma Wood, 2015](#)) to be able to believe more.

In addition to having implications on the pedagogical side, this research sees that the progress of the student learning experience is also determined by didactic factors during this process. In the learning process that is evaluated through simulations through tools/technology in learning and ends with student perceptions, the authors see how this pedagogical change is significantly influenced by the didactic context to achieve targets efficiently and effectively ([Ian W. Gibson, 2001](#)). This process is contextual and adapted to how the learning should be applied. Not only relying on tools but on creativity and how approaches and actions make the material understandable and enjoyable ([Athanasios Christopoulos & Pieter Sprangers, Shuyan Wang \(Reviewing editor\), 2021](#)). The blended-learning model in this research process by acclamation by the students is quite effective according to them, but they prefer face-to-face lectures rather than online to more easily understand the material and the network factors that do not support it, even though online lectures are a model that is a solution. during the Covid-19 pandemic and when face-to-face contact cannot be done ([Motte-Signoret, Labbé, Benois, Linglart, Gajdos & Lapillonne, 2021](#); [Leisi Pei & Hongbin Wu, 2019](#)). This is not surprising because previously the hybrid model became a bridge that provided full creativity and flexibility in the process ([Hossein Moradimokhles & Gwo-Jen Hwang, 2020](#)). Thus, this research once shows that didactic variables and processes in general or specifically in the lecture process are strongly influenced by lecturers who must always use students as benchmarks in every learning movement to have a partial, temporal effect, and change their pedagogical aspects ([Miranda Suzanna Angelique De Hei, Jan-Willem Strijbos, Ellen Sjoer & Wilfried Admiraal, 2015](#)); [Billy Wong & Yuan-Li Tiffany Chiu, 2020](#)). This shows that the lecture process still relies on the teacher as the most important element and the independence of students has not been fully implemented with many technical factors and mentality that can be understood.

In addition to having implications on the pedagogical and didactic side in the process and evaluation, the authors also see how this research, in andragogy context, draws a linear line to students as participants as well as activity centers whose reflections become evaluators of the learning process with the simulation tools used and this is a challenge for educators ([Cozma, 2015](#)). Lectures in this research are based on a taxonomy where learning to these participants is through rote memorization, memorization, the transmission of knowledge, lectures, and focusing on exams through devices and applications through an approach that pleases them as much as possible ([Victor C. X. Wang & Valerie A. Storey, 2015](#)). This is based on the fact that the participants in this research are adults who in the lecture process not only prioritize the academic side of language but also the formation of individual characters, provide knowledge and cognitive spectrum to other participants and how these characters become personas for them in the future. ([Nadia Marilia de Abreu](#)

[Bengo, 2020](#)). The simulation process in activities is only cognitive stimulation where confidence and the courage to make decisions ([Kelly, 2013](#)) on the results of their analysis through the intensity of understanding grammatical patterns are the initial basis for them to see that they should not hesitate and depend on other people in a different context. they must master or experience. Visual, auditory, and kinesthetic activities in the process of knowledge transfer through ELT in this didactic domain should not always be pedagogically oriented ([Fornaciari and Dean, 2014](#)), but it must prioritize andragogy to strengthen individual retention through a simulation process and evaluation of persona achievement.

Besides, by this research, the author found out and believe that interpretation and variable reduction see that there is one main problem that hinders students in the English language lecture process before the application of the Android application platform and CBT, namely perception. This factor is the reason why English and the lecture process tend to be less attractive or merely a formality in the eyes of students. Besides, the fact that English is a foreign language ([Marlina, 2013](#)), this language is also not a second language or a vernacular and lingua franca in everyday life ([Lowenberg, 1991](#)). English courses also do not give them special interest or interest. This perception is formed and developed by the students themselves ([Sung, 2014](#); [Alizadeh, 2018](#)) which is contextually linked by their learning experiences before or during their stay at IAIN Kendari.

In addition, the biggest variable that determines the direction of this contextual perception of active participants in lectures is the lecturer himself ([O'Connor, 2014](#); [Omingo, 2019](#); [Tang et al., 2020](#)). The reason is contextual-systemic-holistic because of the determination of the model, method, learning material, context, atmosphere, and media used and applied during the lecture process from the lecturer himself. So, no matter how great the media and instruments used by lecturers, during the lecture process it is not accompanied by an approach that can capture concerns, touch, adapt, and correlate with their perceptions, which will not be optimal or stagnant.

Perceptions held by students when pre-implementing the Android application platform and CBT in lectures were an accumulation of students' internal motivations that were syncretized with their concerns ([Toyama & Yamazaki, 2019](#)). Everything starts from a belief in themselves where the learning process will make it difficult for them based on their perceptions. These beliefs factors then become a reflection of perceptions that stimulate internally, suggesting them at the beginning of the lecture process, becoming a concern in going through difficulties, and getting good grades which in the end these beliefs are positive with a good stimulus ([Cheng, 2015](#)).

The progress achieved after the application of the TOEFL AIO android application and the CBT E-Learning website platform through independent simulations and exams during the learning process during the Covid-19 Pandemic in evaluating learning in Middle and Final Test provided positive changes that influenced changes in student perceptions in the lecture process. However, the application of the TOEFL AIO android application and the CBT E-Learning website platform does not necessarily become the key to success. The students themselves gave implicatures

from their answers which became the author's inference that the lecturer was the key to all of this (as written by the previous author). Students' internal motivation is strongly related to concerns in the lecture process because there are facts based on students' classical assumptions about their difficulties.

So, does this research focus on the efficiency of the TOEFL AIO android application and the CBT E-Learning website platform only? The synthesis of the interpretation results shows that the efficiency of these two media is influenced by the active participant factor has full flexibility over the model, method, and approach and exploration in the classroom, the learning process, and the media used to make students have a learning experience and results that have implications. In addition, students feel efficient if there is a perceived change in the process with the presence of mental and cognitive support from the lecturer, accompanied by experienced and progressive learning outcomes. Through contemporary styles and ways and accessibility according to the context they are in. Implicitly, this research shows an implicit criticism of lecturers as teachers to make changes in the lecture process to be more dynamic. This dynamic can be manifested in discussions, and open consultations by taking an emotional and contextual approach. The TOEFL AIO application and the CBT E-Learning website platform are just a medium, not a determining factor. The rest depends on how the 2 participants, namely lecturers and students, have a holistic systemic relationship and correlation so that there is progressivity that affects changes in the learning experience and student perceptions.

However, this research has weaknesses that can be studied further to become previous research studies, such as the focus of this research and the technology used during the research process which is more oriented to the grammatical side and its competence due to the orientation of students' or students' difficulties in learning English at school in the countries used English as a foreign language lead to the grammatical domain (Al-Mekhlafi, 2011; Alkaff, 2013; Arifin, 2017; Megawati, 2016; Hidayati, 2018; Disman & Rudin, 2021). Based on this, it is important to examine other competencies oriented to the other abilities by prioritizing aspects of competence in the textual, ideational, and interpersonal domains (Valeh Valipour, Nader Assadi & Haniyeh Davatgari Asl (2017)) to make English cognition more active and reactive in oral and written communication in a variety of text media. Thus, learning English is not only oriented to learning and learning interests which always look at linguistic competence from the pedagogical, didactic, and andragogic sides, but will look at linguistic competence in a complex manner in its application to the social domain based on the metafunction of language itself which used by society for social purposes based on its applied stratification (Halliday, and Matthiessen, 2014).

The use of technology in the learning process is mainly ELT, although contextually it is quite promising for students, especially students whose basic English competence is not good and requires a lot of intensive training which means that the managerial system is oriented to students (Alqahtani & Rajkhan, 2020), basically all-inclusive always oriented to the teacher and not to the students themselves so that this monitoring must be carried out continuously and worse after the lecture ends, this process is automatically interrupted. In addition, the use of

learning technology was also used in the context of online learning during the Covid-19 pandemic (Mulyawan, 2020; Octaberlina et al., 2020; Lassoued et al., 2020; Adnan & Anwar, 2020; Mitchell & Delgado, 2014; Khusniyah & Hakim, 2019; Mardievna, 2020) which is not too much effective if it is not monitored and guided with effectiveness and time efficiency.

CONCLUSION

The student progress that they get involves many variables and a systemic context in which pedagogical, didactic, and andragogic become the meeting point for their self-confidence and beliefs. The authors' findings on all of this show that the participants still depend a lot on the lecturers, which means that the independence of students in the lecture process must be evaluated and must be improved again. The temporal factor of learning time and the application of English in their life domain which is rarely done are obstacles in continuing the progress they have achieved. The implications of the usefulness of the simulation application can be seen through its use to support the development of the pedagogical and andragogical side through the application of didactics to provide changes in their cognitive, recognition, and mentality even though it is temporal and partial to their competence. Moreover, the participants saw the application of this simulation and the process of change that they felt was necessary where they demonstrated positive perceptions and beliefs. Then, progressivity obtained by students is influenced by many holistic systemic variables. Although this study tries to look at the efficiency of the TOEFL AIO application and platform and the CBT E-Learning website which is suitable to be applied during the Covid-19 Pandemic, the authors also see that there is a variable relation that is influenced by the 2 main participants in the contextual domain which are stimulative related as users of applications and platforms. Students as object participants in the lecture process have perceptions and learning experiences that are often not realized by them and subject participants, namely lecturers, are the determining variables. Perceptions and learning experiences can be a concern or a motivation that affects their beliefs (beliefs). Platforms and applications for simulation and evaluation that are used as efficiency instruments will not have a contextual and indicative role if the lecturer as a complex participant cannot understand the students' implicit desires. This desire can reduce their anxiety so that the progress achieved at least gives a good perception and learning experience. In addition, trust between 2 participants in 1 class domain can be positive and cooperative mentally and academically. In short, the existing applications and platforms are only a way that is expected to bridge the change process over the student cognition gap. At least, it can change the perception and learning experience among participants in the lecture class.

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