

Learning During the Covid-19 Pandemic: A Case Study on The English Language Teaching and Learning Process in The Sendratasik Study Program, Nahdlatul Ulama University, West Nusa Tenggara

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Abstrak

Sebagian besar dosen perguruan tinggi di Indonesia, khususnya di Nusa Tenggara Barat, masih bergulat dengan tantangan memfasilitasi pembelajaran bagi mahasiswanya di rumah. Banyak dari mereka yang terpaksa membagikan tugas berbasis kertas mingguan kepada orang tua. Pada 10 April 2020, Kementerian Pendidikan dan Kebudayaan Republik Indonesia (Kemdikbud-RI) menggunakan televisi nasional (TVRI) untuk menyampaikan paket pembelajaran. Upaya ini perlu dikembangkan lebih lanjut, karena masih ada kekhawatiran tentang ketersediaan semua materi pembelajaran di seluruh kurikulum universitas. Apalagi beberapa daerah terpencil di Indonesia bahkan tidak memiliki akses listrik. Secara keseluruhan, disrupsi pandemi menjelaskan kesenjangan digital yang melebar yang berimplikasi serius pada pengembangan sumber daya manusia di Indonesia. Penelitian ini bertujuan untuk mengetahui: (1) Sejauh mana keterlibatan dosen dalam pembelajaran daring selama pandemi Covid-19? (2) Apa saja tantangan yang dihadapi dosen saat mengikuti pembelajaran daring selama krisis Covid-19? Penelitian ini menggunakan metode penelitian kualitatif. Data yang terkumpul dianalisis dengan menggunakan teknik triangulasi untuk mengejar keabsahan data. Hasil penelitian menunjukkan bahwa ada manfaat positif dan negatif dari pertemuan kelas daring selama Pandemi Covid-19.

Kata kunci: Belajar; Bahasa Inggris; Covid19; Kelas Daring

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Abstract

Most university lecturers in Indonesia, especially in West Nusa Tenggara, are still grappling with the challenge of facilitating learning for their students at home. Many of them are forced to distribute weekly paper-based assignments to parents. On April 10, 2020, the Ministry of Education and Culture of Republik Indonesia (Kemdikbud-RI) used national television (TVRI) to deliver learning packages. This effort needs to be developed further, because there are still concerns about the availability of all learning materials throughout the university curriculum. Moreover, some remote areas in Indonesia do not even have access to electricity. Overall, the disruption of the pandemic has explained a widening digital divide that has serious implications for human resource development in Indonesia. This study aims to investigate: (1) To what extent are lecturers involved in online learning during the Covid-19 pandemic? (2) What challenges do lecturers face when involved in online learning during the Covid-19 crisis? This research was categorized as a qualitative research method. The gathered data analyzed by using triangulation techniques to pursue the data validity. Result of the research indicated that there were positive and negative benefits from online class meeting during Pandemic of Covid-19

Keywords: Learning; English; Covid-19; Online Class



PENDAHULUAN

At the beginning of its use, online learning was introduced as a less preferred alternative to traditional face-to-face classes. In Indonesia, online learning is used in a very limited number of schools, and is used minimally as a platform to provide additional training and to manage classroom management such as submitting student grades. Since late 2018, the Ministry of Education of the Republic of Indonesia has used mixed learning for its Lecturer Certification program that combines online and face-to-face classes. However, the use of blended learning has been used by a very limited number of educational stakeholders. With a total of 291,151 lecturers in Indonesia, (University Database, 2021). Due to the pandemic crisis, starting in August 2020 the certification program has been carried out on a full online learning platform.

The learning from home model that was suddenly implemented since March 24, 2020 due to the Covid-19 pandemic forced all schools to switch to online learning without or little preparation in terms of internet access, lecturer capacity, and student-parent readiness (Fachriansyah, 2020). During the shelter in place period, online learning is carried out with varying levels of quality. At best, some lecturers managed to carry out online learning by involving students in different Learning Management Systems (LMS). Those lecturers had been using LMS as part of their mixed learning even before the pandemic started. Furthermore, they are accustomed to designing project-based learning activities. Therefore, when the Covid-19 outbreak forced all educational institutions to close and students' study from home, they had only minor adjustment problems. At worst, however, learning does not occur for many students. Their lecturers lack the resources to engage in online learning, and many students do not have access to the necessary internet connections and gadgets (Lie, 2020). Forced distance learning faces existing barriers, particularly with unequal access to technology and inadequate online teaching methods; Concerns are now growing that distance learning could exacerbate inequality in Indonesian education (SMERU, 2020).

Between these two points, most university lecturers in Indonesia, especially in West Nusa Tenggara, are still grappling with the challenge of facilitating learning for their students at home. Many of them are forced to distribute weekly paper-based assignments to parents. On April 10, 2020, the Ministry of Education and Culture of Republik Indonesia (Kemdikbud-RI) used national television (TVRI) to deliver learning packages. This effort needs to be developed further, because there are still concerns about the availability of all learning materials throughout the university curriculum. Moreover, some remote areas in Indonesia do not even have access to electricity. Overall, the disruption of the pandemic has explained a widening digital divide that has serious implications for human resource development in Indonesia.

Given the current constraints in implementing distance online learning, an analysis of these challenges and changing practices is needed and aims to produce a mapping of factors in online learning engagement in universities, particularly English. Furthermore, under these factors, lecturers' expectations for the future of education deserve to be highlighted for policy makers to carry out reforms towards educational equity and for practitioners to improve their pedagogy. While several recent studies report survey data on the occurrence of online learning during the pandemic, this study is one of the first in-depth attempts to understand the consequences of the sudden switch to online platforms and the nuances of educators struggling to adapt to the crisis and develop their online experiences.

METODE

This research is using a qualitative approach, this research is a case study of the involvement of English lecturers in online learning during the Covid-19 pandemic at Nahdlatul Ulama University of West Nusa Tenggara. .

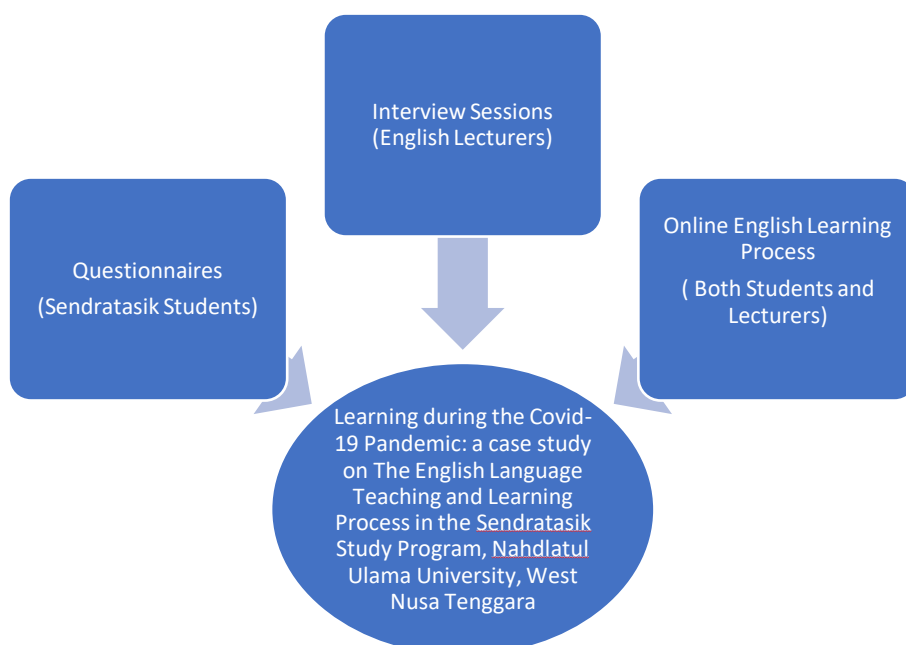
The location of the research is at Nahdlatul Ulama University of West Nusa Tenggara (Indonesian: Universitas Nahdlatul Ulama Nusa Tenggara Barat). Meanwhile, the time of the research is planned for September 2021 up to February 2022.

Initially 3 English lecturers were contacted. These 3 lecturers were selected for English lecturers: Furthermore, the three respondents were permanent lecturers at UNU NTB, all of them spread across 3 faculties; Faculty of Education, Faculty of Engineering, and Faculty of Economics. They are also selected based on their years of service and the courses taught. In addition, 40 students were also involved in this research.

Initial contact with the lecturers was carried out by the researcher and further communication regarding the research was carried out through a WhatsApp group containing all researchers, one research assistant, and 3 lecturers involved. After an introductory briefing on the Zoom video teleconferencing application, all lecturers signed an informed consent form and filled out an online survey. WhatsApp is used because it is widely used in Indonesia; 84% of Indonesian internet users use WhatsApp (Muller, 2020).

In addition, it is believed to offer various features that are easy to use and consume relatively lower bandwidth. Data were collected through questionnaires, interview sessions, and the Online English learning process. The questionnaires were delivered to 40 students by using online form. Then, 3 English lecturers were invited to join the interview sessions by using zoom application. To comprehend the data analysis, the researcher joined the Online English learning process on the particular English schedule that has been agreed with the lecturers before.

Informant of this research were from Sendratasik Students and English lectures. To ease the researcher in coding the informant, it symbolized by using "I" (Informant). Sendratasik Students were coded I1 – I40, while lecturers coded I41 – I43. Triangulation method was used to analyze the data being collected. The researcher then compared those data to find out and capture the online English learning process. This comparison is needed to sort the necessary data that correlate each other. The process of data analysis are shown below.



Picture 1. Learning during the Covid-19 Pandemic triangulation data

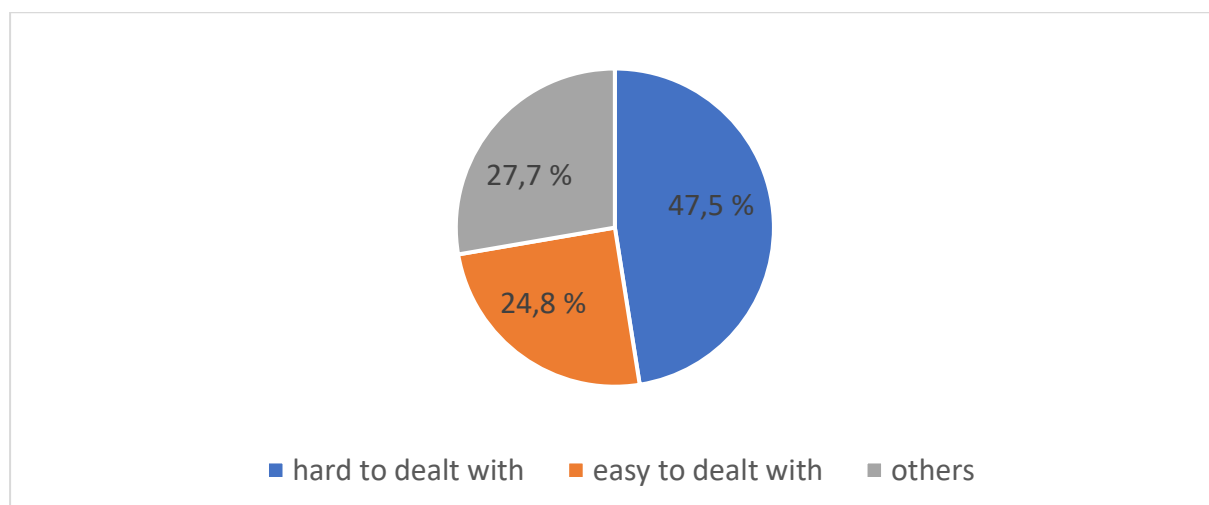
HASIL DAN PEMBAHASAN

As a response to preventing the transmission and spread of COVID-19, Nahdlatul Ulama University of West Nusa Tenggara is holding online learning for practical courses that are a requirement for graduating students at the final level. This momentum became the foundation for the Nahdlatul Ulama University of West Nusa Tenggara to start the big dreams listed in the 2018-2022 Nahdlatul Ulama University of West Nusa Tenggara Strategic Plan related to time-responsive learning. Implementation of face-to-face practical learning will take place according to health protocols. The online learning chosen by each lecturer must be based on the basic principles of learning to ensure the quality of educational services.

During one year of implementing online learning, the Sendratasik Education S1 Study Program has used various media to support the smooth running of lectures. Lecturers use LMS, Zoom, Google Meet, WhatsApp, and Google Classroom as the easiest media for students to access. Some students do lectures from home, causing boredom in the implementation of online learning. Students consider that learning that takes place is easier but if it takes place continuously it will cause boredom because students have difficulty in discussing the online learning guide at Nahdlatul Ulama University of West Nusa Tenggara developed with reference to the provisions related to learning.

Based on the questionnaires that have been collected, it can be seen that 55% of the informants carry out online learning activities at private homes (with parents, siblings). Lectures at home do not mean letting activities that take place on campus disappear, but students must remain productive in carrying out online activities. Students are expected to be able to learn independently, but still need guidance from the lecturer. Students stated that they were able to use learning devices (laptops, smartphones, internet) well so that they were able to support the online learning process during the covid-19 pandemic. According to Siahaan (Waryanto, 2006: 11) online learning is one of the uses of the internet in education. In the research conducted, lecturers have used WhatsApp and zoom in online learning. WhatsApp is used to provide material and information related to lectures. This media is used because all lecturers and students are familiar and able to use it. While zoom is used for the interaction process for lecturers and students when explaining the material. The use of the internet in the digital era needs to be developed, especially in the field of education.

There were 32 out of 40 students stated that online learning was stressful and were hard to dealt with. These conditions were captured through the tabulation of questionnaires instrument. The data are shown below:



Picture 2. Diagram English Learning during the Covid-19 Pandemic

The provision of material before the lecture took place went well, as shown in the diagram 47.5% initialized as "hard to dealt with" pie during the Online English learning 27.7% initialized as "others" and 24,8 % initialized as "easy to dealt with" .

The material given before the lecture is intended to facilitate interaction between lecturers and students so that active reciprocal communication occurs. During lectures, which often occur, when the lecturer provides material, the students just stay silent without responding to the questions asked so that the lecturer finds it difficult with the material presented whether it is well received or not. The understanding of students when given the material by the lecturer is good, because the lecturer has provided the material before the lecture coupled with interesting variations in its delivery both in the LMS, and the method used. The methods given are often in the form of power points, illustrated videos, and lecturer delivery videos that are made by themselves and then uploaded to the YouTube page. The presentation given sometimes does not always make it easier for students to respond to this, so students sometimes ask the lecturers questions related to materials that are not understood. If they feel that time is not enough, they often ask their fellow students. However, this is also a problem, because they are used to direct discussions on campus, but because of Covid they can only ask virtual questions.

One of the characteristics mentioned by Harry Firman (1987) on Saadi (2013; 15) stated that learning effectiveness is learning that cannot be separated from quality activities in planning, implementation, and evaluation carried out by lecturers and will be a measure of success. Self-awareness is the main factor, namely by thinking positively and doing things that make the spirit inside grow. Cultivate motivation to always study hard, maintain personal health, most importantly to reduce the transmission of the covid-19 virus by diligently exercising so that you don't feel bored easily, and feel happier after exercise because your body feels fit and healthy. Using the LMS, teachers can manage classes and exchange information with students. In addition, access to learning materials that take place within a predetermined period of time. The return of work by the lecturer aims to self-evaluate to see how far students understand the material that has been submitted so that in the future they can correct existing mistakes. However, this is often still not done by all lecturers, there are only a few lecturers who return the work and discuss it again in class.

The costs incurred to take part in online learning include a lot, especially to buy quotas. Unlike the previous lectures, the costs required are more for daily life, but for now the costs incurred are to buy quotas. Indeed, in this implementation, the university has provided quota assistance for each active student, but the quota that has been given is still not sufficient for lecture purposes. This is because the average lecturer for each lecture uses zoom and is also required to turn on the camera so that it is not sufficient for this. The learning media used is dominated by WhatsApp groups, but the media does not allow face-to-face meetings with more than 20 people, so learning takes place with independent assignments and there is very little interaction, discussion, collaboration during the online learning process. The response given by students in each lecture was very good 52.5% Students have given a positive response and describe online learning has facilitated interaction between lecturers and students in discussions. Lecturers have also given their free time to be able to respond to students in WhatsApp groups outside of lecture hours. Currently, students still feel that online learning that is taking place is not effective because they are not used to it and still need to adapt to the existing system. The new features used by lecturers are often new to sound and are still not very good at operating. Meanwhile, in the future, online learning is considered capable of replacing face-to-face learning, especially with the current Covid-19 pandemic condition which has not gradually improved, and the practice carried out by students can be carried out inside and outside the city of Mataram. Based on the results of interviews with three students's of Sendratasik Study Program, for one year they have experienced difficulties in carrying out online learning. The initial question as an opening is about understanding the learning objectives. They all agree with the question, that the learning objectives that will be carried out for one semester have been conveyed by the

lecturer well. According to I2, at the beginning of the lecture meeting, the lecturer has provided a plan that will be achieved in the next semester with points that must be obtained by students so that they can organize and organize the learning patterns that will be applied. This is in line with Miarso (Rohmawati: 2015) the effectiveness of learning is a quality standard of education and is often measured by the achievement of learning objectives and can also be interpreted as accuracy in managing a situation of "doing the right things." Even though learning is done online, lecturers have clearly formulated goals to describe the expected learning outcomes, so that students understand the criteria used to assess the objectives. Informants revealed that online learning was a new breakthrough for them which they had never experienced before. This is also related to government and university circulars to reduce the spread of the virus which is getting higher.

Meanwhile, in relation to achieving learning objectives. The next question relates to the use of online learning to help remember the lessons presented in the meeting. I1 and I2 conveyed that the online learning model made students lazy to take notes on the material presented, because the material discussed had been distributed in the form of files. So that during the learning process students only listen to the lecturer's delivery. Meanwhile, if the lecture is carried out directly, students record the material presented as notes so that indirectly students are learning. In contrast to the statements of informants I1 and I2, I3 conveyed that with the online learning method the material presented could be easily remembered. This is because the material presented is different from lectures on campus. Lecturers provide material with videos made by the lecturers as well as illustrated videos from YouTube. With the use of these videos, students are required to take notes on the material presented.

Online learning is a program for organizing online learning classes to reach massive and broad targets. This learning is carried out by educators and students in different places so it is necessary to have a communication system that can connect them, so that this learning can be done anywhere. Online learning is learning that has been carried out at Nahdlatul Ulama University NTB, one of which has been in the Sendratasik Education S1 Study Program since April 2020. In practice, teachers use the LMS that has been created by the university, in addition to using the WhatsApp, zoom, google from applications as a tool in the learning process. The use of the WhatsApp application is used to exchange information, to files in the form of pdf, doc, and others. The zoom application is used for face-to-face lecture meetings online and the google form is used to assist students in attendance if they have difficulty in LMS.

Based on the results of research that has been carried out through filling out questionnaires to 40 students, each batch has been represented by 10 students who have been doing online learning for approximately one year. Research shows that lecturers have carried out online learning activities well. This is indicated by student statements, that lecturers can explain the material well and easily understood by students. Lecturers also make good use of technology to support learning. In addition, students stated that they strongly agreed that lecturers had time to respond to responses and questions raised by students.

The results showed that most of the students had been able to use learning tools well so as to minimize the obstacles that occurred during lectures. Based on the results of the interviews, students felt that they lacked experience due to the practice that should be done face-to-face and had to be replaced with online practice. The majority of students experience obstacles, especially the costs incurred to attend this lecture are very large, especially to buy quotas. Indeed, the university has provided quota facilities every month, but this is not enough because the majority of lectures use zoom which is very quota draining.

Effectiveness becomes a guide for the success of a learning activity. One of the existing statements contains the learning process to be more effective when online learning is carried out. These results show as many as 32.5% of students feel enough with the statement. This can be interpreted that the informant still does not feel the benefits of the

positive impact and also feels the negative impact of this online learning. On the other hand, students feel that online learning can replace in-person learning.

In the online questionnaire that has been distributed to students, researchers have also conducted interviews to reaffirm the answers they have filled in the existing questionnaire. The researcher gave several questions to show the advantages and disadvantages when students responded to online learning that they had experienced for approximately one year. Here are some of the advantages and disadvantages of online learning during the COVID-19 pandemic.

The implementation of online learning trains students not to fully depend on lecturers. Students can seek answers from their curiosity from other parties such as parents, friends, relatives or from the internet.

Many obstacles are faced when learning online, for example, the internet network is not evenly distributed, and internet access is expensive. Considering that the place to carry out learning is different for each student, some even from mountainous areas, the network is a major problem. A stable network is very much needed in the online learning process because it is used to send assignments in the form of photos, videos or audio requires a sufficient connection. In the implementation of learning, lecturers should use learning media that make it easier for students to understand the material so that learning remains effective even though it is carried out online. Making learning videos that are as interesting as possible, using animations which are very popular, besides being able to create a mind map containing the core material to be delivered by the lecturer, you can make pictures or use power points.

KESIMPULAN

After conducting research on Learning during the Covid-19 Pandemic: a case study on the English Language Teaching and Learning Process in the Sendratasik Study Program, Nahdlatul Ulama University, West Nusa Tenggara there are suggestions put forward by researchers, namely:

1. Conduct online learning interspersed with face-to-face learning. This pandemic has indeed encouraged universities to shift learning entirely online. This needs to be accompanied by face-to-face meetings approximately once a week, especially for those in the Mataram area. This is also based on the class of 2020 students who have never experienced face-to-face lectures to get to know the state of the campus more directly.
2. Improving lecturer creativity. In the process, lecturers are required to be able to improve learning media that makes it easier for students to more easily understand the material provided either using documents or by using videos made by the lecturer. In addition to this media, it is also used to save student expenses, especially the quota which during the implementation of online learning is very large. As a suggestion, lecturers can use power points in the form of videos so that students can directly see the lecturer's process of explaining in detail because often lecturers only explain through voice.
3. Students need to build motivation in themselves to be able to carry out online learning responsibly, because lecturers cannot guide directly.
4. Students need to pay serious attention to every lecture given by the lecturer, so as not to miss the latest material and information

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