COMPULSORY ENGLISH ONLINE LEARNING PRACTICES

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Abstract

This study aimed to investigate online learning practices in several schools studied in Pontianak City. This research was conducted in 4 schools in Pontianak. The results of this study are expected to describe the implementation of online learning practices in Pontianak City, the challenges they face in designing online learning, and looking for potentials that can be used as solutions for improving online learning in the future. The method used was a descriptive qualitative approach, where the interview guide is used as an instrument for data collection methods. In this study was implemented in each school uses an online learning process, namely asynchronous and synchronous. By using applications such as Whatsapp, Google Forms, Google Classroom, Telegram, and GoodEdu as asynchronous and using Google meet and zoom as synchronous. Thematic analysis and cross-case analysis were used to analyze the data. The interview consisted of 15 question items consisting of 3 aspects. The challenges they face were the lack of readiness to use technology, lack of phone credit and cell phone facilities, difficulty understanding the material, lack of motivation and enthusiasm for learning, and difficulties in assessing students. And the potential for future improvements is to provide socialization and guidance on IT, support facilities for the online learning process, improve skills and strategies in teaching, teachers provide unlimited remedial and good cooperation between schools, teachers, parents, and students.
Keywords: Online learning, Challenges, Potentials for future improvement

Abstrak

Penelitian ini bertujuan untuk mengetahui praktik pembelajaran online di beberapa sekolah yang diteliti di Kota Pontianak. Penelitian ini dilakukan di 4 sekolah di Pontianak. Hasil penelitian ini diharapkan dapat mendeskripsikan pelaksanaan praktik pembelajaran online di Kota Pontianak, tantangan yang mereka hadapi dalam merancang pembelajaran online, dan mencari potensi yang dapat dijadikan solusi untuk perbaikan pembelajaran online di masa mendatang. Metode yang digunakan adalah pendekatan kualitatif deskriptif, dimana pedoman wawancara digunakan sebagai instrumen metode pengumpulan data. Dalam penelitian ini dilaksanakan di setiap sekolah menggunakan proses pembelajaran online, yaitu asynchronous dan synchronous. Dengan menggunakan aplikasi seperti Whatsapp, Google Forms, Google Classroom, Telegram, dan GoodEdu secara asinkron dan menggunakan Google meet and zoom sebagai sinkron. Analisis tematik dan analisis lintas kasus digunakan untuk menganalisis data. Wawancara terdiri dari 15 item pertanyaan yang terdiri dari 3 aspek. Tantangan yang mereka hadapi adalah kurangnya kesiapan menggunakan teknologi, kurangnya fasilitas kuota dan telepon seluler, kesulitan memahami materi, kurangnya motivasi dan semangat belajar, serta kesulitan dalam menilai siswa. Dan potensi perbaikan ke depan adalah dengan memberikan sosialisasi dan bimbingan tentang IT, fasilitas pendukung untuk proses pembelajaran online, meningkatkan keterampilan dan strategi dalam mengajar, guru memberikan remedial yang tidak terbatas dan kerjasama yang baik antara sekolah, guru, orang tua, dan siswa.
Kata kunci: *Pembelajaran online, tantangan, potensi perbaikan di masa mendatang*

INTRODUCTION

Covid-19 is a viral disease that attacks the respiratory organs in humans, this disease was first discovered in Wuhan, Hubei, China in 2019. According to Setiawan, A. F (2020) COVID-19 is an infectious disease caused by acute respiratory syndrome coronavirus 2 (severe acute respiratory syndrome coronavirus 2 or SARS-CoV-2). This virus spreads to almost all over the world and has a tremendous impact in all aspects of life. Starting from learning activities carried out from home, working from home, all kinds of entertainment venues are closed, access for many people, the absence of activities that make people gather in large numbers. This condition requires citizens to stay at home, work, worship, and study at home (Jamaluddin et al., 2020, p. 2). This was done as an effort from the government and world associations to purchase the spread of the corona virus. The government through Letter of the Minister of education and culture No. 36962/MPK.A/HK/2020 about Online Learning and Working from Home to Prevent the Spread of Covid19 as an effort to prevent the spread of Covid19 (Alchamdani., et al (2020).

Online learning is one of the efforts made so that education can still be implemented. E-learning is a learning model that is created in digital format through an electronic device (Yazdi, 2012). In Pontianak since the implementation of lock down, all teaching and learning activities are required to be carried out from home. As a big city, Pontianak certainly has online learning facilities that support it, such as the provision of good internet access and of course electricity. The effectiveness of online learning can be seen from the supporting facilities for online learning, such as the readiness of teachers and students in online learning, the use of online learning media, and facilities such as electricity, networks and Smartphone. According to Sun, A., & Chen, X. (2016), effective online principles in areas such as, well-designed course content, motivated interactions between instructors and, well-prepared and fully supported instructors; then the flow of a sense of the online learning community; and the last is the rapid advancement of technology.

Schools in PN 12, PN 22, PN 19 and MA 2 can still carry out teaching and learning activities through the media provided, such as Google meet, Google Classroom, WhatsApp, Telegram, Youtube, and others. Although online learning cannot be said to be successful, efforts are still being made as a way to continue to be able to implement online learning by this applications. To carry out online learning based on initial observations, there are certain schools that do not carry out online learning as they should. Such as not carrying out learning via video

conferencing, learning is only limited to material and assignments. Students who are not very active when learning in class, because the learning media are less varied. This is partly due to the lack of readiness of teachers and perhaps students to carry out online learning. There are various challenges faced in implementing online learning. Many teachers and students who did not understand the use of technology. Limited facilities and infrastructure, especially technology and network support and then the lack of motivation and enthusiasm of students to learn.

Besides, there are previous studies that focus on the implementation and challenges related to online learning. Megasari, L. A. (2020) implementation of online learning during the covid-19 pandemic on Madura Island , Indonesia. Then, Hamid, R , et al (2018) online learning and its problems in the covid-19 emergency period. Next, Wardany,et al, (2021) is to find out how to implement online learning models and to find out what factors hinder the implementation of online learning. Furthermore, Tedja, J (2020) this study about the implementation of distance learning policy during the covid-19 Pandemic.

The previous studies only focus on implementation of offline learning, however, in this study, the researcher not only investigates online learning practices, especially on implementation, also investigates the challenges faced in designing online learning media and the potential for future improvements. And then this study aims to describe the implementation of online learning in these areas because there will be various variations of teaching methods carried out by teachers to increase students' enthusiasm for learning and student learning motivation. This research had been conducted in Four Schools in Pontianak City.

METHO

I applied multiple case study research. Multiple case study design enables replication (by the use of more than one case) to independently confirm emerging constructs and identify complementary aspects of the phenomenon under investigation by analyzing within and across settings (Baxter & Jack, 2008). In this research multiple case study research by using qualitative descriptive approach. Qualitative approaches traditionally used in research include narrative, phenomenological, grounded theory, ethnographic studies, and case studies Fleming, et al (2014). In this study, researchers investigated the practice of online learning.

Participants

The populations in this research are principals, teachers and also students. A sample is a portion of a population. This research in these schools was selected by using purposive selection.

Purposive selection is a technique of selecting samples directly with predetermined special characteristics. The participant consists of at least, 5 people in each school that are 1 principal, 2 English teachers, and 2 students, which selected based on access to online learning support facilities in their schools. This research was conducted in Pontianak City. Therefore, schools of SMP N 12 Pontianak Barat, SMP N 19 Pontianak Kota, SMA N 2 Pontianak Barat and PN 22 SMP N 22 Pontianak Kota had been chosen as the sample because this school applied online learning practice during the pandemic of covid-19.

Data collection

Interviews were used to achieve the objectives of this study. In this study, researchers use interview for especially semi structured interview. Semi-structured interviews are based on semi-structured interview guide, which is a schematic presentation of questions or topics and need to be explored by the interviewer (Jamshed, 2014). Interview is meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic (Iskandar, 2017). Interview it is also a way to get deeper information to know a problem that occurs, the answers you get will be clearer and can be concluded in our own language.

Interviews were conducted directly by visiting each of the case study schools as research subjects. Then the researcher brought a research permit from the campus and given it to the school leadership so that research could be carried out. After that the researcher said that the researcher needed respondents from the principal, 2 English teachers and 2 students. The researcher explained that the respondent's identity would be kept confidential. After that researchers and respondents determine the time and place to conduct research in accordance with the availability of respondents.

Interview which consisted of four elements learning activities namely giving material, giving assignment, giving reciprocity, and giving assessment which involves implementation, challenges and potential improvements for online learning. Next, interviews were carried out in various ways, some were direct interviews and some were indirect. Direct interviews were conducted at school, and some were also conducted at home. Indirect interview via chat or video calls using mobile phones. The researcher use a device such as a smartphone to record answers from informants, namely in the form of audio-recording and take some photos as documentation

that is used as research evidence. The results of this interview displayed in the form of a report of the interview results.

Data Analysis

Data analysis is the process of arranging the data obtained from the interview guidance results which then selects the important parts and becomes easily understandable data. In this study, the researcher use thematic analysis and cross-case analysis.

a. Thematic analysis

In this research, thematic analysis was used to analyze the data collected from interviews. The constructs or specific themes of the interview accounts were identified, analyzed and reported on (see: Braun and Clarke, 2006: 6).

b. Cross-case analysis

In this research, cross case analysis process the process involves collecting, comparing, and differentiating the constructs and themes developed from each school case together as a way to generate new knowledge and understanding of the problem being investigated. The process involved accumulating, comparing, and contrasting constructs and themes developed from each school case together as a way of producing 'new knowledge and understanding about the issues that were being investigated' (Khan and Wynsberghe, 2008: 1).

In this study, a thematic analysis to unify the themes and constructs developed from the notes of school leaders, teachers and students in each of the four schools. Then in the cross case analysis process the process involves collecting, comparing, and differentiating the constructs and themes developed from each school case together as a way to generate new knowledge and understanding of the problem being investigated.

Trustworthiness of the Data

By checking the validity of the data, the researcher can find out that the questions in the interview are feasible to use, researchers used triangulation techniques. Triangulation is a process of verification that increases validity by incorporating several viewpoints and methods (Rahman, 2012). The triangulation that the researcher uses in this thesis is the data source. The triangulation of data source means data collection techniques by preparing data from different sources using the same techniques (Sugiyono, 2012:241). Sources of data in this thesis are principals, teachers and students.

FINDING AND DISCUSSION

Based on research results, online learning cannot be done 100%, because there are many factors that become obstacles and of course need maximum readiness to make online learning 100% possible. In this substance, the researcher was describe the implementation of online learning, the challenges faced and the potential for future improvements based on the research purpose of this study.

The research begins with:

Online learning Implementation during covid-19 Pandemic.

Online learning is implemented in several schools following the rules given by the government as an effort to reduce the transmission rate of Covid-19 in Pontianak. A study conducted by Habibi et al (2015) determined that the benefits of e-learning including overcoming the limitations of the face- to-face lesson frequency between the students and teachers through the features of online platforms. The learning process is a teaching and learning activity that is carried out both face to face and also remotely, the learning process includes the provision of material, assignment, giving feedback and also assessment.

The process of delivering material during the pandemic, all schools from PN 12, PN 19, PN 22 and MA 2 Pontianak implemented online learning, the online learning process is applied through mobile media, and computers. The learning process in this school uses asynchronous and synchronous types. As said by a teacher from PN 19

"*So there are 2 types of online learning implementation, the first is asynchronous and the second is synchronous, and for asynchronous I use Google classroom and telegram and Google form while for synchronous I use Google meet and zoom*" Several teachers deliver material through Google meet and zoom by using this application, it is easier for teachers to communicate with students. In this case, social media is used in such a way to support learning. For example, a teacher can use an app like Zoom or Instagram Live video to broadcast a discussion (Megasari, L. A. 2020). But the use of this application is not used every day. Many students are not ready to take virtual face-to-face learning, some students are limited with facilities such as not having a personal cell phone or belonging to a parent or relative and also not having a phone credit. This was conveyed by teachers and principals of PN 12. Then, the process of giving assignments is

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also carried out online, even though students and teachers did not meet in person in the class, online learning can still be carried out anywhere and anytime. Online learning has several positive impacts on students because students can study anywhere and anytime (Zhafira et al., 2020). At these schools the teacher uses the Google Classroom, GoodEdu, Google forms the teacher gave assignments and explanations in Google classroom after which students did assignments and collected according to the time limit set by the teacher.

Furthermore for students who may have difficulty collecting assignments through Google Classroom, the teacher allows them to be able to send via email and also telegram. As stated by the PN 19 teacher *"The process of working on assignments is done via Google Classroom, but if there are students who can't do assignments in Google Classroom they send their assignments via E-mail".* The process of assigning assignments in PN 12 and PN 22 for students who do not have cellphones and phone credit, assignments or tests can be taken to school and collected again according to the agreement of the teacher concerned. As the PN 22 teacher said. *"Then for students who do not have cellphone facilities and phone credit, they can take assignments and submit assignments according to the agreement at the time agreed with the teacher."* In the Covid-19 condition, the economy owned by parents is limited, this causes students to be unable to be facilitated more for online learning. Next, the process of giving reciprocity in these schools is carried out via Whatsapp and also Google form, the teacher allows students to ask anything that has not been understood or is confused in the delivery of the material, some teachers ask students to make questions from the material that has been explained to find out the extent to which students understand the material presented. This is also applied in PN 12 and PN 22 schools, teachers provide feedback through questions and answers and discussions. As Student said, *"giving feedback the teacher conducts discussions both through whatsapp, google meet, and also google classroom. Students ask questions and the teacher answers things that are not understood during the learning process."*

Then, the process of giving assessment, the assessment process is important to do as a benchmark or to find out the extent to which students understand the learning process. The assessment process is carried out by looking at the results of student work, teachers can see learning outcomes when students do assignments well through Google classroom, GoodEdu and also Google form. Students who submit assignments faster will be included in the skill score. This was conveyed by the principal of PN 12. *"Students who submit assignments on time and*

carefully will be included in the skill value as a form of appreciation". This was also conveyed by PN 12 students, they said *"So, the teacher assesses through the assignments that the students do, if the students are diligent in doing the assignments, they will get good grades.*

Of course, in the implementation of online learning there are also challenges faced. This challenge is certainly faced because of the learning process that has never been found before. The teaching takes place online. This process runs on a scale that has never been measured and tested because it has never happened before (Aji, 2020). Therefore, the learning process is a medium that is applied in every school as an initiative to replace face-to-face learning. Some of the challenges faced by schools, teachers and students were lack of technology usage readiness, teachers who have limitations in mastering technology have a little difficulty in designing online learning, the online learning process makes teachers required to be able to design online learning, As stated by principle from PN 12 Pontianak, *"The first challenge is the use of IT (information technology), there are some teachers who may already have an age factor so they have obstacles in online teaching, young teachers here provide assistance to help teachers who have difficulties"* Of course, understanding the use of technology is one of the things that is needed in designing online learning so that the learning process can be delivered in a way that is easier to understand and can be effective. As said by (See:Chen, X. 2016), effective online principles in areas such as well-designed course content, motivated interactions between instructors and, well-prepared and fully supported instructors; then the flow of a sense of the online learning community; and the last is the rapid advancement of technology. Next, lack of cell phone and phone credit facilities, supporting facilities and infrastructure that are not owned by students certainly make it difficult for students to follow the learning process properly, especially cell phone facilities and phone credit is the main facility needed by students to support online learning in this situation. In the implementation of online learning carried out at home, one of the limitations in this implementation is the supporting facilities and infrastructure, such as laptops, computers, cell phones, internet quotas Suryaman, M, et al (2020). As said by PN 22 students, *"Lack of facilities such as not having a phone credit or when the signal is not good, I find it difficult to understand the material given, even though I have used the internet but it is still different from direct explanations in class."*

Furthermore, difficulty understanding the material, difficulty in understanding the material during the learning process is something that can happen due to the current situation.

Students and teachers are victims of the current situation, but the situation must be faced and lived. As stated by one of the respondents from the PN 22 school "*Children/students here are victims of the situation and they may not be ready, at the beginning of the pandemic the teachers stuttered about technology let alone students, but we must continue to innovate, one of which is by attending workshops and guidance related to online learning*" then many students do not want to get out of their comfort zone, they use mobile phones only to play games, students feel that if they are absent then not a few students do not appear again during the online learning process. And then, when discussions in online learning there are those who become silent readers and the responses from students are a little shorter (Moorhouse, 2020). Next, lack of motivation and enthusiasm for learning, the online learning process certainly takes the minds of both teachers and students, limited space, time and facilities sometimes cause students not to feel comfortable with the online learning process. Teachers actually prefer offline learning where they can interact with students, and also students prefer offline learning with face to face (Pratama & Mulyati, 2020). As stated by the teacher at PN 12 Pontianak, *"We have to admit that the enthusiasm for student learning has decreased greatly, students become less active because there is a lack of sense of responsibility for obligations so they often delay in doing assignments"*. This certainly makes it difficult for teachers to assess students because students who cannot work on questions are caused by not understanding the material presented by the teacher. Furthermore, difficulty in assessing students, various ways have been done by the teacher so that later students are always on time in doing assignments, even the teacher has given tolerance by giving additional time to do assignments, then the teacher is also free to seek answers from any source, but students cannot take that opportunity. As stated by the teacher at PN 19 Pontianak *"Hmmm, so the challenge in assessing this is for children who don't do this task, we've tried to find them, both from friends and also having been called"*.

Next, after seeing the various challenges faced by both teachers and students, therefore efforts to improve learning need to be made in order to get good solutions to face challenges. That are giving a socialization and guidance about usage IT, the first thing that can be done is by providing socialization and guidance related to the use of IT (Information Technology). In relation to learning, the use of information technology in this case e-learning is needed not only by skilled educators in utilizing technology and technology for the manufacture of teaching materials, but a design is needed in order to carry out learning effectively (Hanum, 2013).

Improvements that can be made by conducting socialization or guidance, attending workshops on online learning, especially in using online applications and mastering the use of IT so that they can easily design online learning. As the MA 2 principal said, *"The principal has provided workshops or guidance related to the design of online learning, I always remind teachers to explore knowledge in technology as a support for online learning".* Then always provide new innovations so that students can still carry out online learning. And then, facilities supporting for online learning process, namely internet access such as Wi-Fi at school, free phone credit for students so that students are not slow in participating in learning. As stated by the Principal of PN 22, *"In the online teaching process at schools, this school facilitates Wi-Fi for teachers in delivering material during online learning, both assignments in the form of photos, files, videos and delivery of material through virtual meetings while the teacher is at school."*

Then the teachers can improve or add to the knowledge they have, and find more appropriate learning strategies so that the online learning process is more enjoyable. If effective teaching and learning practices can be performed automatically, this can support the process of improving the learning practices (Agostinho et al., 2011). As stated by teacher of PN 19, "*If the teacher is creative, InsyaAllah, online learning will be interesting, especially since the principal has provided workshops so that teachers can design better learning.* Then, the teacher provides unlimited remedial during the online learning process, the teacher makes policies related to remedial, students whose scores are lacking due to incomplete tests, and incomplete assignments, are not limited to carrying out remedial until students are completely completed as a form of solution in student assessment during the online learning process. Next, good cooperation between schools, teachers, parents and students. The key to the success of this online learning is communication between the guardians of the class with the parents of the students, because in this learning process students cannot face the teacher directly, then the parents who are the main teacher at home (Wardany, et al 2021). Online learning makes all parties have to work together with each other, both from schools, teachers, students and also parents.

I found that schools use online learning asynchronous and synchronous. Although online learning cannot be said to be successful, efforts are still being made as a way to continue to be able to implement online learning by using several online applications. There are various applications used in schools, some use Whatsapp, Google form, Google classroom, GoodEdu, and also google meet or zoom. The process of giving materials, assignments, and tests is done

using the online application. A study conducted by Hamid, R, et al (2018) Lecturers also carry out the process of providing material and through the Google Classroom Edmodo application, and also for material explanations through the Google Meet and Zoom applications. Then for students from orphanages in PN 22 schools that do not have facilities such as cellphones and phone credit, students can take assignments at school and collect them back according to the agreement determined by the teacher.

Furthermore, there are various challenges faced in implementing online learning. The use of information technology can also help in the learning process, teachers can take advantage of this information technology to carry out an online learning process or learning that is carried out without face to face (Pakpahan & Fitriani, 2020). Of course this is one of the challenges faced in PN 12, PN 19, PN 22 and MA 2 Pontianak schools. Then Limited facilities and infrastructure, especially technology and network support. The lack of facilities and infrastructure for both teachers and students, especially on technology and internet access, makes students unable to follow the learning process optimally. A study conduct by Megasari, et al, (2020) stated that Internet access in some applications requires a large quota so this becomes problem for some students, especially for those who come from lower-middle income families. Students who did not have cellphones and phone credit certainly have difficulty in following the learning process well, this often makes students miss lessons as a result students do not understand the material and cannot do assignments.

And then there are several potential improvements in the future that are suggested from each school, namely by conducting socialization or guidance, attending workshops on online learning, especially the use of IT so that they can easily design online learning. Then always provide new innovations so that students can still carry out online learning. A study conducted by Tedja, J (2020) stated Providing online teaching training for teachers, encouraging teachers to be more creative in teaching and learning activities, not only focusing on academic competence, but by recognizing and utilizing children's interests and potential, so that the assigned tasks can be carried out. Furthermore, supporting facilities such as Wi-Fi internet so that the online learning process, such as providing materials, assignments and tests can run smoothly and not slow. Parents are also expected to be able to control students, especially in controlling the tasks that students have because the role of parents at this time is very much needed to help teachers and students so that there is cooperation between schools, teachers and students so that the

learning process can run well. A study conducted by Wardany, et al (2021) stated Good cooperation between teachers, homeroom teachers, parents and students during the learning process is needed so that the learning process can be said to be successful, because in this condition the parents at home are the main teachers.

CONCLUSION

Each school uses an online learning process, namely asynchronous and synchronous. By using applications such as Whatsapp, Google forms, and Google classroom as asynchronous and using Google meet and zoom as synchronous. The process of sending materials, assignments and tests through the application. And the delivery of materials or discussions via Google meet and zoom. Then for PN 22 schools, which were asked by the orphanage to be able to go to school to take assignments and collect assignments according to the specified time limit. To be able to make learning run well, teachers are given various kinds of workshops and guidance on online learning.

However, in implementing online learning, of course there are challenges or difficulties faced by both of schools, teachers, and students. Then there are some challenges faced, the first is the lack of mastery of technology for both teachers and students, so that in designing learning only simple applications are used. Then the lack of facilities such as cell phones and phone credit, causing students difficulty in mastering the material due to missing lessons and not being able to do assignments optimally. And the last is the lack of motivation and enthusiasm of students in the learning process.

After that, with the challenges faced in each school, researchers get suggestions or improvements given for online learning in the future, as we know this online learning process cannot be known how long it will take. Giving a socialization and guidance about usage (IT) could be one of the improvements that can be made. Furthermore, Facilities that support both teachers and students, namely internet access such as Wi-Fi at school, free phone credit for students so that students are not slow in participating in learning. Next, improve skills and strategies in teaching. If effective teaching and learning practices can be performed automatically, this can support the process of improving the learning practices. And the last is good cooperation between schools, teachers, parents and students.

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