



ADAPTING TO NEW NORMAL LEARNING, HOW READY ARE THE ASPIRING TEACHERS?

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Abstrak

This study aimed to describe readiness in online learning and aspects that support online learning experienced by students of the English Education Study Program of IKIP PGRI Pontianak. This study used descriptive statistical method. The data collection technique is an indirect communication technique (questionnaire). A close-ended questionnaire readiness in online learning by (Dray et al., 2011) was distributed to 563 students from semester one to semester seven of the IKIP PGRI Pontianak English Education Study Program. This study found that pre-service teachers were ready for the online learning process on campus. The results showed that the average score was 40% from points 1, 4 and 5 about mental access, the results showed that students were not only mentally prepared but also able to add digital experiences about technology. An average score of 94.5% from points 2 and 6 about access to materials, the results of the study show that students are not only material ready but also have network connections in online learning. While the average score of 99.3% is the readiness of pre-service teachers in accessing use and is also very supportive. Not only that, pre-service teachers are supported in 4 aspects such as mental access, material access, skill access and usability access. Based on the research results, pre-service teachers should not only be oriented to conventional teaching, but focus more on the learning process in utilizing technology.

Kata kunci: Pre-service Teachers, Readiness, New Normal Learning

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INTRODUCTION

New Normal is a change in behavior to continue to carry out activities normally but added by implementing health protocols to prevent the transmission of Covid-19. Learning in New Normal is different from learning as usual, in the new normal, teachers must be more competent in mastering creative and innovative learning methods that are suitable for students' conditions. Learning has been defined functionally as changes in behavior that result from experience or mechanistically as changes in the organism that result from experience (De Houwer et al., 2013). It means that in the new normal teachers must be more creative in learning so that the learning process can take place.

Readiness is one of the factors included in the principle of learning and influences learning. The limited understanding of pre-service teachers on student autonomy affects how they develop their own autonomy and that of their students (Putra & Iswara, 2019). According to Slameto, (2015), readiness is the totality of individual conditions that make him ready to respond or answer in a



certain way to the response given. The readiness of pre-service teachers in the practice of new normal learning is very important because good preparation makes pre-service teachers able to follow or adapt to new normal learning.

Pre-service teachers, as defined by Amankwah et al., (2017), are students undergoing training at educational institutions, and their success is pivotal for the academic future of the next generation. Essentially, these are individuals engaged in training and learning within an institutional framework. The process of online learning, crucial for these pre-service teachers, can be dissected into four aspects as per van Dijk's 2002 definition of access. These aspects highlight the digital divide, further emphasized by Dray et al., (2011), which plays a significant role in determining a student's success in mastering specific competencies. Firstly, "Mental access" pertains to the absence of basic digital experience due to factors like disinterest, computer anxiety, or the perceived unappealing nature of new technology. Secondly, "Material access" refers to the lack of ownership of essential tools like computers and network connections. The third aspect, "Skills access," denotes the absence of digital skills, often resulting from insufficient user-friendliness or lack of educational and social support. Lastly, "Usage access" emphasizes the absence or unequal distribution of significant usage opportunities.

The previous study about pre-service teachers' was conducted by Hafis et al., (2021) Entitled "An Analysis of Student Learning Experience Toward Fully Instruction of Web-Based Learning During the Pandemic of Covid-19". This research discusses the implementation of web-based learning that is convenient for students to continue learning activities during the covid-19 pandemic. The similarity between his previous research and this research is that it uses the web in learning. The novelty of this study is that this study has been done to find out about learning readiness in the new normal.

Based on the above reasons strengthens the purpose of this research about the readiness of pre-service teachers in online learning in the new normal and what aspects should be supported in learning in the new normal. Then the researcher is motivated to carry out research with the title "Pre-service Teachers' Readiness to Adapt to New Normal Learning Practices in Campus"

METHODS

This research used descriptive statistic research. Descriptive Statistics is a way to organize, represent, and describe data sets using tables, graphs, and many other numerical parameters. This type of analysis includes data mean, frequency, standard deviation, and percentage of respondents per category/aspect. To answer the research questions of this research, perform a simple descriptive statistical analysis, to find the first answer to this research problem. In particular, descriptive statistics such as frequency distribution and measures of central tendency (mode, median and mean) were considered to answer research questions one and two. In addition, computer software, namely SPSS, and Microsoft Excel 2013 were also used to assist researchers in analyzing the data. As suggested by Cohen et al., (2018) that "numerical analysis can be performed using software". To answer the second question, the researcher used inferential statistics to draw conclusions about the characteristics of a population by utilizing information from samples generated from Descriptive Statistics.

A quantitative approach is applied in the data analysis procedure where data will be collected using surveys. These results are analyzed in the form of a percentage in the form of a chart. Researchers used questionnaires to answer research questions. In this research plan, the researcher sends a link via social media platforms if the sample agrees to participate and has filled out a questionnaire, the data is sent to the researcher via email. To make it easier for respondents to fill out the questionnaire, the researcher distributed tutorials in filling out the questionnaire and gave a time limit for filling it out, for example one week. Related to the points above, after the questionnaire data

was obtained, the researchers sorted and grouped them based on the results of the questionnaires that had been processed.

FINDING AND DISCUSSIONS

Research Finding

After completing the survey, 15 items were closed questionnaires which included 4 aspects, namely: mental access, material access, skill access and usability access.

1. Readiness in Online Learning

Respondents as many as 563 people answer on the readiness of online learning as many as 5 item likert scale questions and 10 items on the non-Likert scale. The description of respondents' responses can be explained based on the aspects below:

a. Mental Access

Mental access is access that affects a person's attitude or soul. In this study, mental access is divided into 3 parts. In mental access, pre-service teachers are ready for online learning as described in the description below; For the first lack of interest in the use of technology, which is contained in item number 1, the results of a questionnaire survey found that 28% equivalent to 155 respondents of students were not interested in online learning, 40% equivalent to 228 respondents of students answered that they were interested in online learning and 32% equivalent to 180 respondents of students were interested in online learning. Second, item number 4 describes anxiety in using technology. The findings explain that 29% equivalent to 163 respondents of students are very confident in their ability to operate and interrogate technology in their learning, 36% equivalent to 202 respondents of students are normal in operating technology and 35% equivalent to 198 respondents are very doubtful of themselves in operating and interrogating technology in their learning. Third, item number 5 describes the interest in new technology. The research findings explain that 37% equivalent to 204 respondents of students answered that the existence of new technology greatly influences student learning, 35% equivalent to 197 respondents of students answered that it was normal for new technology to affect student learning and 29% equivalent to 162 respondents of students answered that the existence of new technology had no effect on student learning styles.

b. Material Access

Material access is a tool or material used in learning. Material access is divided into 2 parts. In material access, pre-service teachers are ready for online learning and use more than one tool in online learning as described in the description below; the first is a tool that is owned in learning. The survey results on item number 6 explain what tools students use in online learning. It can be seen in the Figure 1, in online learning students use Smartphone more often with a percentage of 94.5% equivalent to 532 respondents using laptops with a percentage of 72.6% equivalent to 409 respondents, desktops 4.4% equivalent to 25 respondents and using other tools 5.9% equivalent to 33 respondents. It can be concluded that students have more than one supporting tool and are ready to participate in online learning.

Apakah anda memiliki alat untuk melakukan pembelajaran online. Jika iya alat mana yang anda miliki? (centang semua yang anda miliki).

563 jawaban

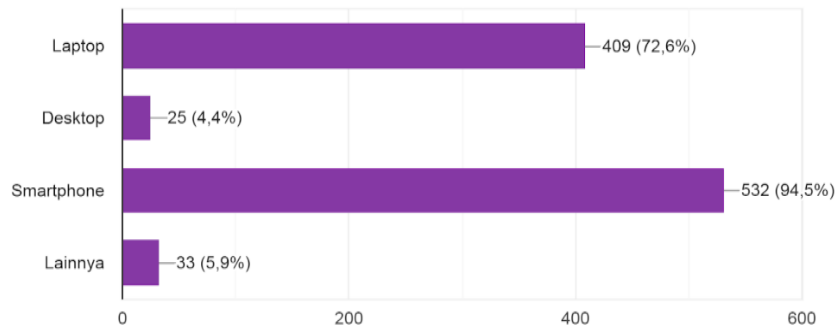


Figure 1. The survey results on item number 6

Second, network connection used by students. In a day students access the internet whenever they want, in item number 2 explains as much as 7% choose not to agree equivalent to 40 respondents, 18% equivalent to 100 respondents choose normal and 75% equivalent to 423 respondents strongly agree to use the internet anytime.

c. Skill Access

Access skills are the ability to use thoughts, ideas, and creativity in doing something. In this study there are 5 items included in mental access. In skill access, pre-service teachers are ready for online learning and use more than one tool in online learning and there is one item that needs to be supported again in online learning as described in the description below: First, item number 7, the findings explain which software students often use in online learning, the Figure 2 shows which software students often use in online learning, Microsoft Word 95.6% equivalent to 538 respondents, Microsoft Power Pont 73.4% equivalent to 413 respondents, Microsoft Excel 34.1% equivalent to 192 respondents, Video Editor 33.2% equivalent to 187 respondents, Photo Editor 29% equivalent to 163 respondents, Notepad 11.7% equivalent to 66 respondents and others 11.4% equivalent to 64 respondents.

Tunjukkan mana dari perangkat lunak berikut yang Anda tahu dengan baik cara menggunakannya (centang semua yang anda miliki).

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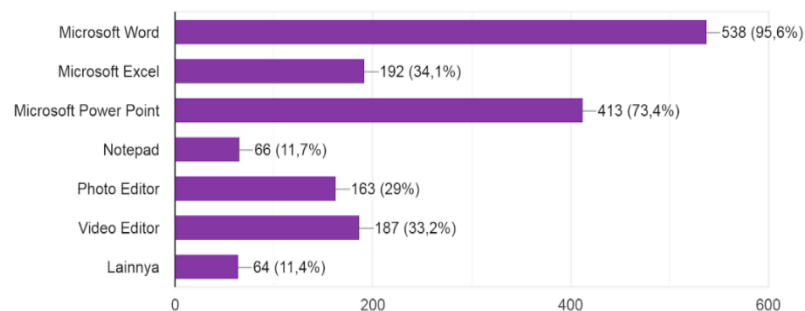


Figure 2. The survey results on item number 7

Second, item number 8 which is described in the Figure 3, do students know how to install software on a computer and show that there are still many students who do not know how to

install software with a percentage of 52.2% equivalent to 294 respondents and who know how to install it with a percentage of 47.8% equivalent to 269 respondents.



Figure 3. The survey results on item number 8

Third, the findings in item number 10 explain the files that students know how to open, view or print which are often used in online learning. In the Figure 4, it is explained that students who often open, view and download if sent via email are PDF with a percentage of 92.2% equivalent to 519 respondents and Word with a percentage of 86.9% equivalent to 489 respondents, then JPEG with a percentage of 57.5% equivalent to 324 respondents, Zip with a percentage of 41.4% equivalent to 233 respondents and other voters with a percentage of 17.9% equivalent to 101 respondents.

Jika file-file berikut diemail ke Anda sebagai lampiran. Tolong tunjukkan yang mana dari mereka Anda tahu cara membuka, lihat, dan/atau mengunduh (centang semua yang sesuai).
563 jawaban

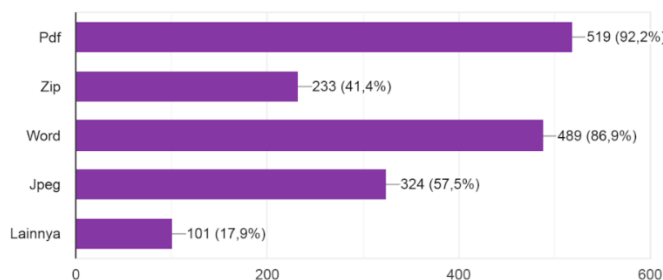


Figure 4. The survey results on item number 10

Fourth, the findings in item number 13 explain when viewing the website, do students know how to open, view, and print? In using the website, students more often open, view or print, which can be seen in the Figure 5. Using Pdf with a percentage of 92.2% equivalent to 519 respondents not only that, word with a percentage of 87.7% equivalent to 494 respondents, jpeg a percentage of 60.2% equivalent to 339 respondents, excel a percentage of 51.2% equivalent to 288 respondents and others who chose 19.4% equivalent to 109 respondents.

Jika Anda sedang melihat situs web, tunjukkan mana dari file berikut yang Anda tahu caranya untuk membuka, melihat, dan/atau mencetak (centang semua yang sesuai).
563 jawaban

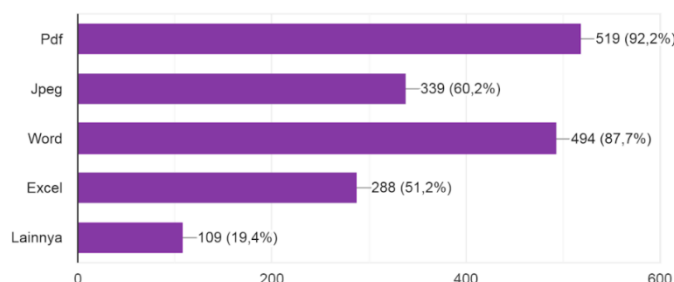


Figure 5. The survey results on item number 13

Fifth, item number 14 describes software that is often used routinely in online learning. In the Figure 6 the software commonly used in online learning is Microsoft word with a percentage of 93.3% equivalent to 548 respondents, then Microsoft excels with a percentage of 19.7% equivalent to 111 respondents, using other software 17.6% equivalent to 99 respondents, not only that zotero 6.2% equivalent to 35 respondents and SPSS 1.2% equivalent to 7 respondents.

Manakah dari software berikut ini yang anda gunakan secara rutin dalam pembelajaran? (centang semua yang sesuai).
563 jawaban

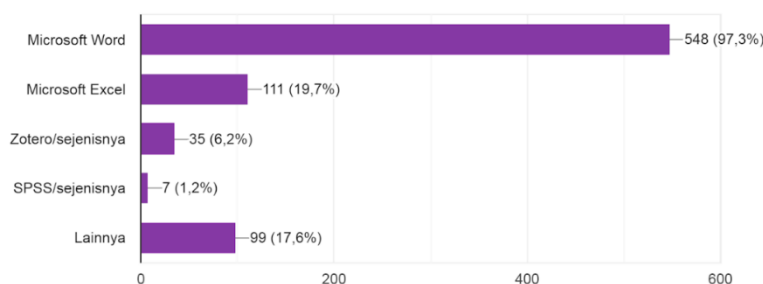


Figure 6. The survey results on item number 14

d. Usage Access

Usage Access is the process or way of using something that is significant or distributed evenly. In this study, there are 5 question items that are included in usability access. In usage access, pre-service teachers are ready for online learning, which is explained in the following description; the first in item number 3, explains when students want to use the computer. 14% equivalent to 80 respondents of students choose not to agree when they want to use the computer, 25% equivalent to 143 respondents of students choose normal and 60% equivalent to 340 respondents of students choose to agree. Second, there is item number 9 which explains how often they use email can be seen in the Figure 7, the number of students who use email at least 1 x a week with a percentage of 47.2% equivalent to 266 respondents, at least 1 x a day 28.4% equivalent to 160 respondents, at least 1 x a month 13.3% equivalent to 75 respondents, and 14.6% equivalent to 82 respondents who choose again.

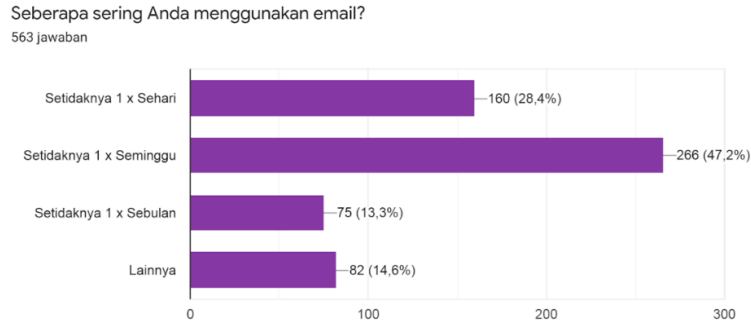


Figure 7. The survey results on item number 9

Third, found in item number 11 explains how often they use the internet. It can be seen in the Figure 8, students spend 7-12 hours/day longer with a percentage of 45.5% equivalent to 256 respondents, 1-6 hours/day with a percentage of 24% equivalent to 135 respondents, 13-18 hours a day with a percentage of 18.8% equivalent to 106 respondents and a percentage 19-24 Hours/day 11.7% equivalent to 66 respondents.

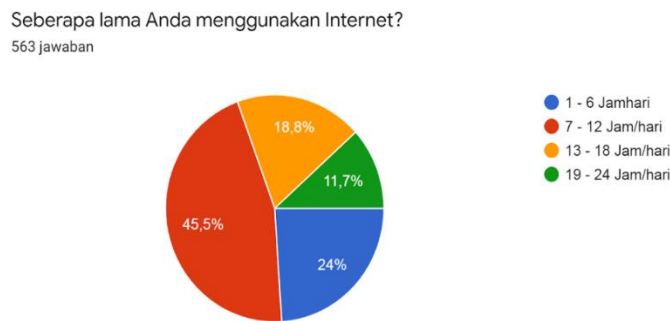


Figure 8. The survey results on item number 11

Fourth, contained in item number 12 which explains for what purpose students use the internet. In using the internet there are many uses, it can be seen in the Figure 9, especially social media which is very widely used with a percentage of 93.8% equivalent to 528 respondents and looking for information 91.1% equivalent to 513 respondents. Meanwhile, for entertainment, it was 87.7% equivalent to 494 respondents, instant messaging was 80.1% equivalent to 451 respondents, email was 61.1% equivalent to 344 respondents and others were 32.7% equivalent to 184 respondents.

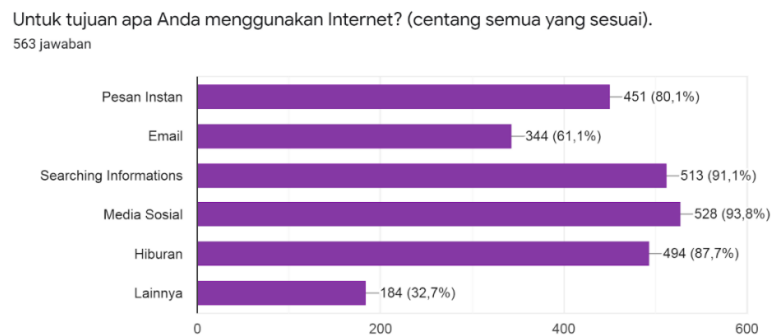


Figure 9. The survey results on item number 12

Fifth, contained in item 15 about instant messaging software that is used routinely. It can be seen in the Figure 10, in using instant messaging WhatsApp is an instant message that is very often used by students with a percentage of 99.3% equivalent to 550 respondents, then telegram 51.5% equivalent to 290 respondents, facebook 30.9% equivalent to 174 respondents and using diamond messages 25.4% equivalent to 143 respondents not only that, students also use a line percentage of 9.2% equivalent to 52 respondents.

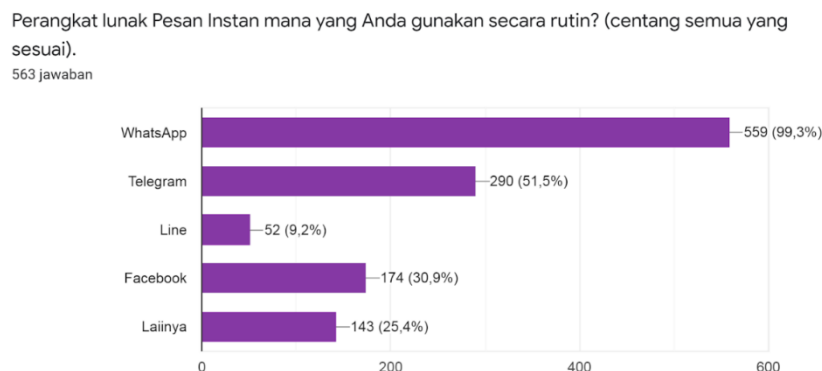


Figure 10. The survey results on item number 15

2. The Aspect Supported of Online Learning

The following are aspects that are very supported in the online learning process based on research findings on English Language Education students at IKIP PGRI Pontianak:

- a. Usage Access, In usage access based on the results of the questionnaire, the aspects that need to be supported are in item number 9, 47.2% of pre-service teachers who often use email. So, there needs to be an increase for pre-service teachers in using email so that the teaching and learning process is carried out properly.
- b. Skill Access, in skill access aspects that need to be supported in online learning are contained in item number 8, it is explained based on the results of the questionnaire that more pre-service teachers cannot install software with a percentage of 52.2%. So, it needs to be improved again in using technology.
- c. Material Access, in online learning, the aspect of material access that needs to be supported is in item number 6, namely using the desktop as a tool in online learning with a percentage of 4.4%.
- d. Mental Access, on mental access, the aspect that needs to be supported is in item number 1, the findings explain that only 32% of pre-service teachers are interested in online learning. So, it is necessary to improve in developing online learning methods in order to attract students in learning.

Discussion

Online learning provides a learning experience for pre-service teachers to prepare for the future. The aim of this research was to find out whether pre-service teachers' readiness and to find out in what aspect of new normal learning practices pre-service teachers need to be supported. This research was conducted on the of English Education Study Program at IKIP PGRI Pontianak.

Readiness in Online Learning

Based on the results of a questionnaire on the readiness of pre-service teachers in online learning practices, it can be said that pre-service teachers are ready in the online learning process.

These findings indicate a positive attitude towards readiness in online learning. Among the 15 items of a questionnaire on online learning readiness, several activities are sometimes often carried out by pre-service teachers. The average score of 40% from points 1, 4 and 5 about mental access, the results of the study show that students are not only mentally prepared but can also add digital experiences about technology, this is in line with the results of previous research conducted by Putra & Iswara, (2019) on "Pre-service Teacher's Perception of Student Autonomy." That pre-service teachers believe that teachers should be more involved and responsible for learning outcomes but this research also has differences in previous research, namely previous research offline while this research is online in looking at the readiness of pre-service teachers in learning. The findings of this research different from previous research conducted by Hill, (2021). Found that pre-service candidates did not have the opportunity to demonstrate certain mastery teacher performance expectations in a distance learning format.

However, the findings of this research are quite similar to the research conducted by Khatri et al., (2021) and Susilawati & Khaira, (2021). The application of web-based learning is convenient for students to continue learning activities during the covid-19 pandemic. With the above results, it can be said that students are ready for online learning in the new normal, they have mastered technology well so that the learning process can be carried out according to the rules in the new normal. The average score of 94,5% from points 2 and 6 about material access, the results of the study show that students are not only material ready but also have network connections in online learning. Meanwhile the average score of 99.3% is the readiness of pre-service teachers in accessing usage and is also very supportive, such as using WhatsApp as a tool in the learning process and the aspect of skills in using computers is very large, such as using Microsoft word in online learning with a percentage of 97.3%.

The Aspects Supported of Online Learning

In the findings of research aspects that need to be supported among the 15 research questionnaire items, it is said that online learning needs to be further improved in terms of methods and students' abilities in learning. This is the same as the previous research entitled "Teaching Practice during the Pandemic Outbreak: Perceptions of Pre-Service English Teachers" by Rahmani, (2021). The results showed that the online teaching practice program provided various experiences that resulted in the perception of "satisfactory" or "unsatisfactory". In detail, more than 50% of participants agreed that despite facing challenging situations during practice, they found the online teaching practice program useful, especially in providing insight and broad teaching experience. Not only that, students must seek experience in using technology with friends who can already use technology in online learning. This research also has differences with previous research with the title "Pre-service Teacher's Perception of Online Learning During the COVID-19 Era" by Naah, (2020). The results from the research showed that most of the pre-service teachers had an idea of the units taught for the semester. Pre-service teachers expressed great need for lessons to be delivered using video and audio as it makes lesson real and also see their tutor even though it required much data to access video. In this research, they do not use audio or video in learning, but in mastering learning practices, prospective teachers make more use of technology such as using computers and accessing the internet.

CONCLUSION

Based on the research findings and discussions from the previous chapter, it is evident that the online learning readiness of IKIP-PGRI students is commendable. On a scale of 1-5, the average score reflecting the online learning preparedness of these students stands at 3, indicating a relatively high level of readiness. Delving deeper into the components that bolster online learning, there are four pivotal aspects: Mental Access, Material Access, Skill Access, and Usage Access. These elements are crucial in determining student readiness and the overall support structure for online

learning within the campus. However, the research also highlighted certain areas of concern. Some students, as evidenced by the questionnaire responses, still grapple with a comprehensive understanding of technology utilization. Such findings underscore the need for continuous efforts to address and rectify these gaps.

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