

PROBLEMS IN ONLINE LEARNING: A LECTURER'S PERSPECTIVE

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Abstract

During the pandemic Covid-19, the implementation of teaching and learning are conducted online. Online learning can give positive and negative impacts on the students and also lecturers in Hasyim Asy'ari University. This study has described the problems in conducting online learning from the lecturer's point of view. The subject of the study is the English department students of Hasyim Asy'ari university Tebuireng Jombang. The problems that are faced by the students such as computer literacy, online access, language instruction, participation, and assessment.

Keywords: Covid 19, Online learning, Perspective.

Abstrak

Kegiatan belajar- mengajar selama pandemic Covid-19 dilakukan secara online. Pembelajaran online dapat memberikan dampak positif dan negatif kepada mahasiswa dan juga dosen- dosen di Universitas Hasyim Asy'ari. Penelitian ini mendeskripsikan tentang permasalahan yang terjadi pada saat pembelajaran online dari sudut pandang dosen. Subyek penelitian ini adalah mahasiswa prodi Bahasa Inggris di Universitas Hasyim Asy'ari Tebuireng Jombang. Permasalahan yang dihadapi oleh mahasiswa antara lain literasi computer, akses online, instruksi Bahasa, partisipasi, dan penilaian.

Kata kunci: Covid-19, pembelajaran online, perspektif.

1. INTRODUCTION

At the end of December 2019, it was discovered that there was a disease similar to pneumonia in Wuhan, Hubei province, China from data showing that 75,000 people affected by the disease came from this area (Duarte et al., 2020). This disease became known as covid-19. The disease that attacks the respiratory system then spreads rapidly throughout the world such as America, Australia, France, and Indonesia is no exception. All continents in the world have been infected by diseases caused by the coronavirus.

Based on the CDC (Centers for Disease Control Prevention), the disease that is identified as originating from an animal called SARS-CoV-2 is spread from humans to humans through droplets when sneezing even by touching surfaces contaminated with viruses (Zheng, 2020).

Many humans have tested positive for the coronavirus and many have died.

This virus also spreads to all continents in the world very quickly. The impact caused by this virus is very large and dangerous. World Health Organization (WHO) ordered all countries to stop their daily activities to prevent transmission and enforce work from home (WFH). All sectors of the economy were hit, including the education sector. The limitation of space for movement makes the teaching and learning process was carried out online. All Indonesian citizens are required to apply learning with the e-learning system. All educators in this country must learn to get used to mastering technology. All levels of education from early childhood to university level have to use e-learning.

Since last March 2020, Online teaching and learning have been conducted. There will be a great change in the relation between teachers and students if e-learning is implemented in the classroom (Cai, 2012). Students get used to studying in the classroom face to face but now they have to study by distance learning. This condition suddenly changes the students' habits. Not only, the way of teaching and learning

is changed but also the relation between students and lecturers changed. All students and lecturers are forced to be technology literate.

Today, internet generation use the gadget as their life necessities. They cannot live without the gadget. Technology development has changed their life. They can find, observe, and do something from the gadget. On the other hand, their addiction to the internet cannot change the way they taught and learn. Net generation should be cleverer than the generation before because they can study and surf the internet to get much information. The Internet can be a source of autonomous learning. They can study by themselves without a teacher. However, not all of them use the internet as a source of learning. English department students in Hasyim Asy'ari University are lazier when study using e-learning. In addition, there were some studies showed that students who depend on the internet cannot concentrate for a long time, absence of self-reflection, do not have a critical mind to the source of information, and have inadequate abilities in assessing data accessible on the web (Mason & Rennie, 2008; Oblinger & Oblinger, 2005, cited in Slechtova, 2015).

Many research found that there were positive and negative impacts of online learning. However, there was a lot of negative impact of e-learning than the positive one (Arum and Susilaningih, 2020). A study conducted in Pakistan showed that online learning made 41% of University students faced mental distress and 65% found disappointed with online learning (Khawar et al., 2021). In addition, a study showed that most University students in Bangladesh faced Extreme fear of academic delay (FAD) and psychological distress (Hossain et al., 2021).

Many studies are showing the pros and cons of online learning. This study tries to review the negative impacts of online learning conducted during the Covid-19 pandemic. During the implementation of online learning, some problems happened in the process of teaching-learning. Online learning is the first experience for the students and lecturers at Hasyim Asy'ari University. Therefore, many obstacles have to be highlighted to improve the education system in e-learning especially in the English education department.

2. RESEARCH METHOD

This study used a qualitative approach. Retrospective research is the method. Retrospective research is a study which records the experiences to solve the problems. The researchers applied a retrospective study to investigate the past experiences in implementing online learning.

Based on the theory, there are three general kinds of retrospective study: case report, case series, and case-control study. A case report is a report of one uncommon and informational case, a case series is a report of different comparative strange or enlightening cases, and a case-control study is like a case series and incorporates a control group as the comparison. As to that clarification, it tends to be inferred that this article is a kind of case report.

The subject of this study was English department students of Hasyim Asy'ari University. The participants were English department students of Hasyim Asy'ari University Tebuireng Jombang in the entry year of 2020, 2019, and 2018 where the online learning has been conducted from March 2020 to 2021. They consist of 95 students.

To collect the data on this study, the researcher used field notes, documentation, and interview. The data then were analyzed narratively.

3. FINDINGS AND DISCUSSIONS

The problems that were found during the implementation of online learning in the English department of Hasyim Asy'ari University could be highlighted into some points:

3.1 Computer literacy

Even though we live in the internet world, many people still have difficulties in using technology because they are computer illiterate. This condition happens not only to the students but also to the teachers. In this pandemic situation, the activities of teaching and learning have to be held online. As soon as online learning be held, the lecturers used some e-learning applications that were friendly to use such

as WhatsApp, Telegram, and email. They used these applications because they did not know how to use another e-learning platform. The teaching and learning activities had to be conducted online without considering whether it was effective or not.

In line with the fact above, the students also faced the same problems. They were also technology illiterate. They only knew how to use social applications such as Facebook, WhatsApp, Telegram, etc. That was why when some lecturers used e-learning applications, the students did not know how to use them. This condition made the learning process had some obstacles.

To overcome the problems above the lecturers learned how to use e-learning applications from the internet, youtube, and others. The lecturers gave the students about video tutorial of using an e-learning platform that was downloaded from youtube. When the lecturers and students were learning by doing they were automatically learned and practice directly and this way was effective enough. So that the teaching-learning activities could run well.

3.2 Online access

Factors influencing the obstructions in e-learning could be from the access. Students who live in rural areas do not have a good internet connection. This problem might terminate online learning activities. Those who were unable to have a good connection would not follow the lesson. The use of video conferences also had obstructions on e-learning. This problem occurred because video conferences such as Zoom and G-meet might need huge data credit. This problem was in line with the other research finding that students, parents, and teachers felt that Teleconference spent huge data (Haryadi and Selviani, 2021). While the students did not have enough money to buy the data. In addition, some students could not follow the lesson because their mobile phones did not support the system used by some e-learning applications.

To solve these kinds of problems the lecturer tried to use some e-learning applications that are suitable with the English students' condition in Universitas Hasyim Asy'ari Tebuireng Jombang. Video conference is not suitable for the students' condition and is not effective. Therefore, the use of an e-learning platform that is suitable is google classroom. It is user-friendly and quite effective even though the lecturer cannot see the students directly. This application can collect, submit and spread the lesson or examination systematically, and it does not need to spend much data. It is supported by other finding that google classroom is effective as the learning planning component, the component of designing and making the material, the component of learning delivery, and the evaluation component (Sabran and Sabara, 2019).

3.3 Language instruction

The problem that happened during online learning was in the process of teaching and learning. The sudden change from offline learning to online learning automatically changed the way they learn. Because the teaching-learning activities were held in Google classroom automatically the lecturer explained the lesson by writing the sentences on that platform. This phenomenon made the students did not understand the lecturer's explanation. They felt hopeless. They said they were more understandable if the lecturer explained the lesson orally. This finding was in line with another study that the negative impact of e-learning made the students did not understand the material delivered by the teacher (Haryadi and Selviani, 2021).

In this case, the lecturer tried to explain the lesson again by using simple words or use another source of media such as record the explanation by using the recorder which was available on that platform.

3.4 Participation

Some e-learning platforms were not supported with a camera so that the lecturers could not control and watch the students. This is in line with the research finding that the teacher could not control the students because of distance (Haryadi and Selviani, 2021). Usually, the students only filled the attendance list then skipped the class. Furthermore, some students slept during the learning activities. They did not follow the lecturers' explanations.

Online learning also was not effective for passive students. Students that usually passive in the class before pandemic would be more passive in online learning. They lack feedback and the class was

more boring. A study conducted on elementary students also faced the same problems where the students lack feedback when the teacher gave questions or explanations (Arum and Susilaningsih, 2020). To handle this condition, the lecturer then initiated to give a reward such as giving an additional score for the active participant in online learning. This method was quite effective to make the virtual class alive.

3.5. Assessment

The examination was held in the e-learning platform, google classroom which did not have a camera to see the students when doing the exam. When assessing the exam, the lecture found out that almost all the students had the same answer and some of them found the answer on the internet without think and evaluate it first. All of the students did not aware of the plagiarism habit. This condition reflects that the net generation does not have a critical mind in assessing information from the internet (Slechtova, 2015).

Another effort to avoid plagiarism among the students was to change the questions of the examination. The lecturer applied some questions that students could not copy from their friends or found on the internet. The questions then were made based on the students' opinions that were connected to the course. So the questions were still under the umbrella of the course design.

Assessment in online learning was quite complicated. The lecturer could not determine in assessing the exam objectively. Almost all of the exams were graded subjectively because of the condition of ineffective online learning. Furthermore, it was difficult if the exam was in the way of practice such as microteaching.

4. CONCLUSION AND SUGGESTION

The conclusion and suggestion that gathered from the study can be explained as follows;

4.1 Conclusion

During pandemic covid-19 all teaching-learning activities are conducted online, even though many problems were faced by the students and lecturers the activities must go on. From the experiences, there were showed many obstructions that made the teaching and learning ineffective. Problems that were faced by the students as computer literacy, online access, language instruction, participation, and assessment. Online learning could not make students be an independent learners or even smarter. Online teaching is not effective for English department students at Hasyim Asy'ari University.

4.2 Suggestion

The lecturers should find another alternative media or platform to implement online learning. Find mixed methods like using games online or other sources on the internet that can make online learning more attractive and useful.

The government should develop easy access and internet that can be accessible and economize especially for the students who live in the village or remote area.

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