Online Learning During Covid-19 Pandemic in the Sixth Semester Students of University of Muhammadiyah Tangerang

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Abstract

The covid-19 pandemic has caused changes in various aspects of peoples' lives throughout the world. Its spread has shifted learning from face-to-face instructions into full online learning from home. The drastic change has motivated researchers to study the phenomenon through various viewpoints. This study aims to find out the impact of online learning during the Covid-19 Pandemic on the students of EFL learning among the students of Muhammadiyah University Tangerang. This research used a qualitative approach. The participants were 109 students from four classes of the Sixth Semester at the English Study Program Muhammadiyah University Tangerang. Data were collected through observation, interview, and documentation. The result of the research showed positive and negative impacts. One of the positive impacts of online learning during Covid-19 was the flexibility of time and places. The negative impact is related to the problem of internet connection.

Keywords:
EFL, online learning, Covid-19 pandemic

INTRODUCTION

We live in a new era after living through a dangerous life for almost two years, when the whole world, including Indonesia, experienced a pandemic outbreak of the Covid-19

virus which is very dangerous for human health. Covid-19 has changed the way we live, and we must adapt to new habits. Covid-19 has spread to other countries in the world, including Indonesia. As reported on Kompas.com, Covid-19 first entered Indonesia in early March 2020. On March 2, 2020, President Joko Widodo announced that there were two Indonesian citizens infected with the Covid-19 virus, including a mother aged 64 years old with his 31-year-old daughter. Both of them contracted the Covid-19 virus after contact with Japanese citizens (Kompas.com, 2020a).

The covid-19 Pandemic has impacted that occur not only human's health, but also the economy, social life, and education. One of the impacts that occurred during the Covid-19 pandemic that will be raised in this research is the impact on education, especially in the learning process of the Sixth Semester Students at the Muhammadiyah University of Tangerang. In the world of education, the government determined to shift learning activities that were usually carried out face-to-face to online for breaking the spreading chain of the Covid-19 virus. Such a learning shift has surely provided new experiences to students as they were not used to fully online learning.

A bulk of studies related to students' experiences in joining online English as a foreign language (EFL) learning amid the Covid-19 pandemic have been carried out. Nagauleng & Waris (2022) carried out a mixed method research to discover how independent learning in online English classes is put into practice at school, explore students' perceptions of independent learning in online English classes and discover the challenges of the learning mode during the Covid-19 pandemic. The results reveal students learned independently using learning-teaching materials provided by their teachers and used media like YouTube to help them understand the materials. They thought independent online English learning is ineffective since found it difficult to understand materials. Though The technology they employed to support the learning-teaching process did not work well since the internet connection was unstable and their internet quotas are limited. Rahmayanti et al (2022) focused on students' perceptions of online learning before and during the COVID-19 pandemic. The results show that exploration of the learning materials was emphasized before the pandemic, but during the pandemic, the emphasis was on flexibility in learning. Some negative perceptions of online learning during the pandemic are shown through the loss of direct communication between teachers and students, the abundance of online tasks, and the difficulties of using e-learning.

Another study conducted by Rohim (2022) focused on exploring students' perceptions and preferences of online learning and its advantages and disadvantages based on their experience. The results indicate that the participants viewed online learning as effective to improve English proficiency and somewhat effective to improve social competencies. Although they enjoyed online learning, they still preferred face-to-face learning to online learning, The most frequent advantage of online learning for them is the ability to stay at home, while the most frequent disadvantage is the inadequate interaction with lecturers and classmates. Pardede and Purnamasari (2021), employing a qualitative method using a content analysis approach, focused their study on discovering the challenges encountered by undergraduate research supervision in the English Education Department of Universitas Kristen Indonesia Jakarta, Indonesia amid Covid-19 pandemics, The results revealed that the students found the online undergraduate supervision very complex and challenging due to their limited research and writing skills,

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inability to access the research fields, inadequate ICT skills for research, absence of face-to-face communication, and ICT constraints.

Although various studies about students' experiences with EFL online learning during the Covid-19 pandemic have been conducted in other universities, no such studies were ever carried out in Universitas Muhammadyah Tangerang, Thus, this study was conducted as a trial to fill in the gap. It aims at investigating the impact of online learning during the Covid-19 pandemic. It attempted to answer the question: "What are the impacts of online learning amid the Covid-19 pandemic on the sixth-semester students of the English study Program at Muhammdiyah University of Tangerang?

LITERATURE REVIEW

According to Sutaryo covid-19 virus has already been known since 1930 and it is found to live in animals. In 2002, a new disease appears in the Corona Virus class which causes severe acute respiratory syndrome (SARS). In 2012, again this Corona Virus group appears which causes Middle East Respiratory Syndrome (MERS) in the Middle East, especially in Arab countries. In December 2019, in the City of Wuhan, China, there was an extraordinary event of pneumonia caused by a virus from the Corona Virus extended family, but this virus had never been known before, so it was called a new type of Corona or Novel Coronavirus (= novel, most recent). And on 11 February 2020, WHO (World Health Organization) officially announced the new naming of the virus that causes mysterious pneumonia as Severe Acute Respiratory Syndrome Coronavirus-2 (SARS-CoV-2), and the name of the disease it causes is Coronavirus Disease 2019 (COVID-19) (Sutaryo et al, 2020)

As reported on Kompas.com, Covid-19 first entered Indonesia in early March 2020. On March 2, 2020, President Joko Widodo announced that there were two Indonesian citizens infected with the Covid-19 virus, including a mother aged 64. years old with his 31-year-old daughter. Both of them contracted the Covid-19 virus after contact with Japanese citizens. The Covid-19 virus is a new virus that was first discovered and attacked Wuhan residents in China, China at the end of 2019. The Covid-19 virus then attacks human health, especially in respiration (Kompas.com, 2020b).

All pandemics can have a positive and negative impacts. In the context of learning during the pandemic Covid-19, the pandemic required students and lecturers to carry out learning activities from home to prevent the spread of the Covid-19 virus. The implementation of distance learning there is several impacts including positive and negative impacts experienced by students (Pusdatin Kemdikbud, 2020). The positive impact includes encouraging students to be creative in accessing or adding to their knowledge through technology, producing works, and sharpening insights. According to pusdatin.kemdikbud.go.id (2020), the negative impact emerged from the change in the learning system during the Covid-19 pandemic made students stammer because they got a pile of assignments while studying from home, where students were still in adaptation stage with new habits where the system learning changes very quickly. It also gives a bad impact on parents of students who experience stress in accompanying learning while at home.

According to Sutaryo et al, (2020) that, in general, patients show symptoms of mild respiratory distress and fever. The average incubation time for the Corona Virus is 5 to 6 days, provided that the incubation period can be different for each individual with

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a range of one to fourteen days from infection. The most common symptoms are fever and phlegm stones. Nearly 90% of cases showed symptoms of fever and 67% showed symptoms of a cough with phlegm. Then followed by 40% of patients complained of symptoms of fatigue (not feeling well / aches) and 33% of patients reported a cough with phlegm. Of all symptoms, only 18.6% of patients reported symptoms of difficulty breathing (dyspnea). Many of the symptoms reported by COVID-19 patients are similar to those of the flu. However, COVID-19 patients rarely complain about the presence of nasal congestion or runny nose symptoms compared to flu in general.

Symptoms experienced due to exposure to the Covid-19 virus among others, such as coughs and colds, fever, sore throat, fatigue and lethargy, and respiratory disorders. This virus causes pneumonia, which is an infection or acute inflammation of the lung tissue. The various kinds of symptoms that arise due to the Covid-19 virus cause excessive concern for the world community, including Indonesia, because the symptoms they cause harm human health. Therefore, it is important to maintain a healthy body to avoid exposure to the Covid-19 virus. During the Covid-19 pandemic, such as at this time, it became a vigilance for all citizens of the world to continue to implement established health protocols, such as wearing masks, maintaining distance, and washing hands with soap are efforts to prevent transmission of the Covid-19 virus (Widyaningrum et al, 2020).

Online Learning
During the Covid-19 pandemic, distance learning was made as an alternative in the world of education to prevent transmission of the Covid-19 virus, but teaching and learning activities could continue as they should. Situations and conditions during a pandemic such as today require students and educators to adapt to new habits in the world of education, especially in teaching and learning activities, of course with different systems and or methods from face-to-face teaching and learning activities. Not only adapting to systems and or methods in teaching and learning activities that are different from face-to-face teaching and learning activities but, students and educators must adapt to technology as a support for online teaching and learning activities during the Covid-19 pandemic. this. Not only technology but also facilities that support online teaching and learning activities such as laptops, smartphone computers, and so on are needed as a means of supporting the continuity of teaching and learning activities. Of course, all of that can facilitate teaching and learning activities and make it easier for students and educators to give or receive information and also be able to establish good communication, wherever and whenever.

According to Berman (2006) technology used to implement instruction is not limited to web-based materials. E-learning can be achieved by utilizing any form of technology that sustains information-yielding media. With technology students and educators will be helped in carrying out teaching and learning activities to run well, of course with media or applications that support teaching and learning activities. The use of technologies in language learning and teaching has provided an increasing range of possible solutions for refining teaching and learning inputs, processes, and outcomes (Pardede, 2012). In Indonesia, applications that are widely used in teaching and learning activities during the Covid-19 pandemic include such as zoom meetings, google classroom and others that can support learning activities during the Covid-19 pandemic

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so that it continues to run as they should, both in terms of communication and information relating to learning.

Launching the official page of the Ministry of Education and Culture of the Republic of Indonesia, there are 12 platforms or applications that can be accessed by educators so that they can continue to study at home, among others such as Learning House, Our Table, Icando, Indonesia, Google for Education, Smart Class, Microsoft Office 365, Quipper School, Teacher's Room, Your School, Zenius, and Cisco Webex of course, all of that must be readjusted to the capacity of students and educators (Handarini & Wulandari, 2020).

Traditional education for K-12 educators primarily focuses on how to teach students in a face-to-face environment. In late 2019 and early 2020, the world became aware of a new threat to society, COVID-19. Over the course of a few months, this disease spread around the world until it was deemed a pandemic. This forced many K-12 educators into unfamiliar territory where they needed to quickly shift from teaching students in the classroom to a remote experience. Too few were adequately prepared to teach in this modality since professional development for teachers has typically revolved around the needs of teaching in a classroom (Keefe et al, 2020).

According to Bates (2016), online learning is any form of learning conducted partly or wholly over the internet. Gonzalez and Louis (2018) defined it as learning carried out from a distance assisted by electronic devices, such as tablets, smartphones, laptops, and computers which require an internet connection. Additionally, Belawati (2019) said that online learning is learning that is carried out via the internet network, while Widyastuti (2021) defined online learning system as a learning system without face-to-face directly between teachers and students, but is done online using the internet network for improving the quality and relevance of education.

Online learning has been applied in education in general and in EFL teaching and learning in particular. The use of information and communication technology combined with the internet connection has been one of the revolutions in the EFL learning and teaching field (Pardede, 2020). With the help of ICT tools, online learning mode facilitates teachers to access the authentic learning environment which is required to create more motivating, pleasant, appealing, and engaging classes for students easily (Elliot, 2009). The availability of ICT tools in online learning provides various materials and media that enable teachers to extend learning beyond the classroom (Haygood, Garner, & Johnson, 2012). According to Songkram (2015), online learning has also reduced students' costs while improving learning and teaching quality. In addition, the flexibility offered by online learning enables learners to take classes anywhere

and anytime, and it also caters to different learning approaches types, and varieties by utilizing much interactive content available on the internet (Songkram et al., 2015). Various studies have revealed the positive effects of online learning from the perspectives of students (Gautam and Tiwari, 2016). For instance; online learning allows us to observe many flexible learning ways to go to classes with a much-reduced need for travel. Students are endorsed to get deeper insights into the information through activities used to be conducted in the classroom through interactive video facilities (Gautam &Tiwari, 2016). This allows learners to respond promptly to the activities.

Despite the various benefits offered by online learning in a normal situation, its implementation in the present study is slightly different. online learning is very

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challenging for both students and teachers. Cao., et al. (2020) stated the shift from face to face into online learning has a significant influence on education, notably on students' learning. This shifting certainly triggers problems, challenges, and opportunities worth discussing. For instance, the shift of learning activities from face-to-face instructions into full online interactions did not permit students to join the class from anywhere as the schedules are mostly fixed. Students and teachers' readiness in facing online learning is also varied due to the diverse practices of online learning and varied learning environment. What is more, the sudden spread of the pandemic demanded abrupt implementation of fully online learning so that a sufficient amount of training could not be covered. Therefore. Some major challenges of fully online learning are the need to integrate pedagogies and technologies, the necessity to develop engaging activities, the importance of getting student support, and the need to deal with technology-related issues (Son, 2018).

METHOD

In this research, the researcher used a qualitative research approach. The location chosen for the researcher in making the study was carried out at a location which is located at Jalan Perintis Kemerdekaan I Babakan No.33, more precisely, at the University of Muhammadiyah Tangerang. The researcher chose the sixth semester night class English study program students at the Muhammadiyah University of Tangerang as a participant in the research.

Data Collection

The Data was collected through observation, questionnaire, and documentation. The observations were conducted in the four online classes of the English Study Program by joining them one by one. The researcher observed how students attended the class, what technology and application they used in online learning, how they linked to communicate, what quality of internet connection they used, what obstacles they encountered, what advantages they got, and how the students solved the problem they met during the online learning activities.

The questionnaire was administered online through Google Forms. The questionnaire was designed to collect the participant's demographic data, and their perception of their experiences in joining online learning, including convenience/inconvenience, the tools they found effective, the positive and negative impacts, and obstacles in online learning. This information was gauged through some open-ended questions.

In addition to the information obtained through the observation and questionnaire, the researchers also collected data through the digital documents included in each class report, such as student attendance, assessment, and the media, and tools used by the students and lecturers,

Data Analysis

In this research, the researcher analyzed the data using the following steps:
1. Observed the impact experienced by students in the sixth semester of the English Study Program to be carried out in the online learning process during the Covid-19 pandemic.

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2. The researcher conducted interviews with informants, namely the English Study Program in the Sixth Semester of the Muhammadiyah University of Tangerang, which included topics or materials regarding the impact experienced by students during the online learning process.
3. The researcher identified the data obtained in the previous step, namely observation, and interviews. This identification aims to produce data on research on the impact experienced by the English Study Program in the Sixth Semester of Muhammadiyah University of Tangerang.

FINDINGS AND DISCUSSION

Observation

Based on the observation, it was revealed that 1) The obstacle faced during learning activities is the problem of internet connection. It made the sound discontinuous. 2) The significant result in the online learning to all students at A1 Class who focus on the learning process, but sometimes the internet connection is down. Likewise the interaction between the lecturer to students. There is a question and answer about assignments, and the students understand the material. A2 class is 1) The obstacles faced during learning activities are in A2 class on 5th July. There was no significant problem when online learning. Students understand about using technology in online learning, and students understand what the lecturer explained. But in the A2 class on the 12th with a different lecturer, there was a problem that some of the students did not understand how to operate the zoom application and sometimes the internet connection was bad. 2) The result of the process in online learning activities in two classes of A2 classes with different lecturers is different. Because in the first class of A2 there is just present of the material and the lecturer was correct, then the question and answer session. Moreover, there was no discussion between students to students. But in the second class of A2, there was a fun class. After presenting the material, students finished the presentation. There was a lot of discussions, question, and answer between students to students and the lecturer to students. But sometimes, there was a poor internet connection. B1 class the result is 1) The obstacles faced during online learning activities in B1 class is a poor internet connection made some students constraints to operate the zoom application. 2)The result of the process in teaching and learning activities in B1 class among others is students in B1 class were in a conducive situation, but in the online learning process they were a problem with the internet connection and also the problem of zoom application. The result of the B2 class is 1) The obstacles faced during the online learning activities at the B2 class were about a poor internet connection only. 2)The result of the process in learning activities in the B2 class in the second class was good. A good presentation and understanding of the material, got a question-and-answer session, also a discussion.

The researcher conducted the results of the observations where the obstacles were faced during learning activities in all classes. There was about a poor internet connection. Then the results of the online learning process from the four classes were good because there was interaction and discussion between students and the lecturer.

Survey

Through the questionnaire, the researcher found that the four classes used zoom meetings and Google meet as their media or application in the online learning activities. Most

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students used smartphones to access the online synchronous classes because it enabled them to join the classes from anywhere, even while they were working. Then, the students used their laptops to get the materials and do the assignments. This confirms Songkram et al's (2015) finding that the flexibility offered by online learning enables students to take classes anywhere and anytime, and it also caters to different learning approaches types and varieties by utilizing much interactive content available on the internet. It also supports Nagauleng and Waris's (2022) finding that online learning drives students to learn independently using learning-teaching materials provided by their teachers.
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Documentation

The documentation was taken from the picture in the online learning process. There are attendance, the material, media or application, and technology that students and lecturers use in the online learning process. Since all of these documents were automatically recorded, the teachers could make use of their time to do more substantial activities rather than administrative work. Additionally, students could submit their assignments flexibly or check the results of their teachers' evaluations of their work.

The Result of Online Learning Activities

The result of the observation and survey show that the students could adapt and learn new methods or strategies in the online learning process. For example, they became more skillful in operating the application as a media or tool in online learning. Then the students got a discussion, an assignment, and an assessment from the lecturers. It is the same as offline learning, but it is implemented differently. However, they also encountered various problems related to the poor internet connection, while some students found it difficult to operate some tools to accomplish the learning activities. This confirms the finding of Pardede and Purnamasari (2021) stating that some of the challenges met by students in joining online learning are their inadequate ICT skills and ICT constraints.

CONCLUSION

Online learning amid the Covid-19 pandemic caused a variety of positive and negative impacts on students in the Sixth Semester of the English Study Program at the University of Muhammadiyah Tangerang. Although most of them found online learning practical, they encountered some obstacles due to poor internet connection, technical skills in using the application, and the limited time to discuss through the synchronous sessions. Thus, to enhance online learning achievement among the students, it is recommended to provide better internet connection and training in skills for using information and communication technologies.

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