ARTS
&
ENTREPRENEURSHIP IN
LANGUAGE STUDIES

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ARTS & ENTREPRENEURSHIP IN LANGUAGE STUDIES

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GENDER, FOLKLORE, AND CULTURE

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Overnight Online Learning in Private Tertiary Education in Indonesia amidst Covid-19 Pandemic: Experiences, Challenges and Problems

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Abstract: *As is well approved, the COVID-19 pandemic upset campuses and classrooms across the nation at the same time as the plague's corrosive consequences were being perceived in every nation's economy and loss of life. Everything has been impacted, the education sector is no exception, which has run into several unfathomable changes in all parts of the world. The unexpected transformation to online learning due to COVID-19 in Madura University has revealed some challenges and problems. This study aimed to explore the problems and challenges encountered by English education study program students of Madura University in Indonesia. An online survey technique was applied to collect data from a group of Madura University students (n = 20) employing semi-structured interview. The results suggested that numerous responses regarding the challenges as well as problems undergone by the students while studying via online. These issues have currently become the novel realities in Madura University.*

Key words: *COVID-19, tertiary education institution, online learning*

INTRODUCTION

Based on a UNESCO report by the end of year 2019, the lethal and contagious disease Corona Virus also recognized as Covid-19 started swiftly spreading global, bringing about the death of over 3000 persons. This calamity has also unsettled the education division, and this fright is liable to resonate across the education area universally. By virtue of measures to contain the plague, countless countries

started a shutdown of their economies that brought on the closure of classical school services. Around 1.6 billion students in 190 countries from all around the world were affected by the plague, with 94% of the world's school populace wedged by school closures (United Nations, 2020). Numerous nations of the world initiated to close their educational institutions to bring down the dissemination of this disease, which become the cause of various challenges (Naciri et al. 2020). The scenario is same as Indonesia. Every single educational institution of Indonesia remains closed from 23 March 2020 to the time of writing this paper. Consequently, the learners from primary to higher education level are being coerced to stay at home as opposed to attend classes in educational institutions to maintain social distancing. The school closures in Indonesia led to substantial distractions in the education system, i.e. particularly learning methods and access to school connected services. As per the consideration of the investigators, it is unsure to revert to normal education anytime immediately. Because social distancing becomes prominent at this phase, this is going to have negative consequences on learning chance. For coping with the effects of the plague in the education sector, Madura University (MU) as one of private higher education institutions in Indonesia has chosen for online teaching as alternative method during this lockdown period.

Online learning nowadays has been carried out by nearly all over the countries (Goldschmidt, 2020), including by Indonesia country in this unprecedented situation. Over the last month, numerous notices have been made concerning suspending university and school enrollment. Teaching is not only online but also untested. Additionally, learner examinations are going online with various challenges, complexities and mistakes for everyone. More importantly, such disruptions will be a short-term obstacle, may have long-term effects to the individuals impacted. This disruptive situation allows online learning to recommend because a vast majority of educational institutions have switched the teaching – learning process from traditional way to online mode. As stated by Favale et al (2020) that online learning and remote working have exploded for the period of the outbreak of Corona-19 pandemic. In the words of Garrison (2011) online learning is more commonly well known as e-learning or distance learning, which can be defined as learning facilitated virtually by using an online interface system through computer, social media, network, and web technologies. However, investigation suggested that students felt awkward and distressed by online learning (Al-Tammemi et al. 2020). The students also encountered challenges in shifting to online lectures, adjusting in novel online assessment systems and assignments, sharing information with teachers, and connecting to numerous online education issues such as no internet access, high cost of internet, unavailability of technological tools, and so on. (Owusu- Fordjour et al. 2020).

Technologies have shifted the conventional mode of instruction to the modern way of learning, as artificial intelligence (Di Vaio et al. 2020a). Connecting to this, online learning embraces a larger term of technology-based learning via websites,

mobile apps, learning portals, YouTube, video conferencing, and so many kinds of free available websites for blended learning devices. Presently, online learning is boosting students' command, even the academic staff and professional and industry society's aptitudes via the internet (Chopra et al. 2019). A large majority of the universities are now providing online lessons for their students within and off campuses. In Indonesia, the existing learning method before the coronavirus crisis, online learning did not constitute a main form of education in universities and schools. However, due to Covid-19 pandemic, online learning becomes alternative strategy of pedagogy in Indonesia and the students are allowed to study from home. This paper embraces two main goals. The first aim is to examine how Madura University (MU) learners carry out learning via online mode. The second aim of the study is to examine every bit of the possible challenges that the learners might encounter during the shift and the feasible elucidations for undertaking so.

LITERATURE REVIEW

A. Covid-19 outbreak and education sector

As the world is bit by bit getting familiar with the outbreak that began at the end of 2019, the new coronavirus currently known as Covid-19 has brought about a global change in the living of all sectors of life. Everything is faced with no option but to turn towards technology and adapt to virtual aid with the intention of continuing functioning. One of the enormous adjustments made due to COVID-19 is by the higher education institutions on a global stage, where colleges and universities take up to teach during this crisis time with online mode, accordingly following safety ordinance and precept. Utilizing distance-learning technologies faculties have had to accustom and assist learners become habituated so that they are able to continue to learn. Nevertheless, nowadays' learners and faculty have not only accustomed, but are today performing virtual learning as a convention contrasted with the classical learning which employed to be standard (Alsharari, 2019). The world focuses on truthfully doing online communication to better assist higher education institution so that there are less significant perils at the end of the day (Alhashmi et al. 2020). This section starts the concept and presents regarding the numerous consequences of online educational devices applied by MU during this unprecedented time.

Employing the various platforms such as Whatsapp, Zoom, Google form, lecturers can take up what they have been performing before the COVID-19 with not too considerable problem. While it is similar with their authentic shape of teaching there are still various problems that they may run into from their students. One of those being disconnection on account of the profound load on the online platform and consequently one mode that was stated above is by employing recorded lessons. With recorded teachings, lecturers can edit and review their content and get the time to record all the material within a video that can be watched by students in their own

occasion. The students are able to get their time to grasp the topic even taking time to put a video recording back to the beginning and comprehending well different from the classical classroom setting (Al Kurdi et al. 2020).

B. Related works of student's online leaning challenges

As online learning requires learners to study autonomously, they frequently come across themselves challenged by self- rule issues for instance poor motivation to study and fruitless communication with their fellow students (Rannastu-Avalos and Siiman 2020; Zhang et al., 2020). This issue can be exacerbated if the learners do not have sufficient information and communications technology command. Learning virtually has as a challenge for learners because they may come across it challenging sense cognitive, social, teaching presences in online learning systems (Zulkefli et al., 2020). This is associated with how well an online learning system assists those presences by using appropriate features. In accordance with online learning system assistance, there are also other challenges in regard to overall user proficiency of the system. These contain not only simplicity of use and usefulness aspects of the online learning system, but also perceived availability of technical support and how well the system supports tools employed by learners (Almaiah et al. 2020).

In tertiary education institutions where there is not a standard system for transporting online learning, learners may come across themselves employing numerous education platforms for dissimilar courses. Eventually, as online learning systems commonly runs on the Internet, bad internet coverage or inadequate Internet data packages are also distinctive problems perceived by online learning learners, particularly those who come from developing countries with limited Internet connectivity and bad bandwidth (Al-Balas et al. 2020).

METHOD

This section outlines the researchers' empirical designs and methodologies for examining students' learning activities via online in the times of COVID-19 pandemic at English education study program, teacher training and education faculty, Madura University.

A. Type of research

The research focuses on what occurred instead of why or how something occurred. This research used qualitative descriptive research as Babbie (2013) maintains that it is inductive research that could be utilized to obtain conscious of the logic, conception, and an incentive regarding a complexity and is best in case of human experience. In social and natural sciences non-numerical statistics become most conveniently collected by qualitative research methods. Hence, the qualitative approach was applied in this study as Creswell (2012) maintains that it is significant to employ qualitative analysis to utilize to work focused on empirical evidence that does not use

statistical procedures. Moreover, qualitative research comprises the formulation of general research questions, choice of related targets, the data collection, subsequently interpreting it with the theoretical work and then documenting it formulating the conclusions (Bryman & Burgess, 1994).

B. Research subjects

The subject of this study is English education study program students of MU, Indonesia. The instrument used in this study is semi-structured interview. The researchers of this paper interviewed the students by summoning them via WhatsApp application platform and online Google Forms. The participating students in this study were 20 (12 females and 8 males) English Education study program students of MU. They were enrolled on a 4-year B.Ed English education program study, faculty of teacher training and education, Madura University and were fourth semester students.

C. Research procedure

The data of this study were collected by making group, the students were grouped as St 1 – St 5, they were divided into four (4) groups (St = 5 MU students). They were offered by invitation to be participants in the study. The MU students were invited to create written commentaries on their experiences in pursuing online learning and the complications they encounter while applying the course of online teaching learning. Semi-structured interviews conducted with every single interviewee were undertaken and took place for about 45 minutes. The participants were asked to offer exhaustive information relating to learning processes, electronic learning resources utilized, and instances of content, tests, assignments, and projects offered to the students to depict the activities of electronic learning that they carried out in the course of the COVID-19 contagion, as reflected in the written reflections. The participants were also led to find the complications they met during the COVID-19 contagion in conducting online teaching, and to discover reasonable elucidations behind them. Talks were recorded and transcribed in audio form to be more analyzed. When the research was done, a generally accepted opinion was obtained from the researchers of this study. Interview extracts have been read repeatedly to obtain primary aspects of the online learning practices and students' complexities. Coding data was done with the purpose of showing identification and evolving patterns. It also removed superfluous and insignificant record.

RESULTS AND DISCUSSIONS

This study aims at exploring the experience of the MU students on the online learning in the times of COVID-19 pandemic. Below are the findings of the review of data collected from the interviews and online Google form gathered from MU students.

A. Online learning during covid-19 pandemic

The application of the online learning system in the times of COVID-19 plague caused many responses and views from the English education students of MU. The form of Zoom, Google Classroom and Learning Management System (LMS) applied in the university was an online campus program. Here are the MU students' views of utilizing the LMS and other online platforms:

Ss 1: We all have faith in our teacher's performance when teaching and giving coursework via online. For us online coursework used is faultless enough. Unfortunately, we are occasionally focused on something else at home when we are doing a coursework from our teacher so that we feel we do not truly do the coursework very well. Besides, we have problem with internet connection and bandwidth when doing the work.

Ss 2: We are less able to connect the internet successfully because the internet network is frequently poor makes our work irritated.

Ss 3: No difficulty with online learning nevertheless the network and internet data becomes an obstacle.

Ss 4: No matter with online learning platforms but internet and network is frequently problematic while teaching learning activity is going on.

Ss 5: Simply matters of connectivity that becomes a problem in the English course activities.

Ss 6: We need to strive for adaptability of using online learning and we encounter bad network very often. The shift from classical teaching to online mode makes learning completely divergent for us.

Ss 7: Technical matters are the key problems in online learning. The poor internet bandwidth makes subjects of English difficult to follow and makes our learning tricky.

Ss 8: Lack of computer literacy is a matter for us. Most of us are not familiar with different sorts of software so that we run into complications in online teaching learning.

Ss 9: We are considerably difficult to manage time well when following online learning.

Ss 10: We get problems in ourselves-motivation.

B. The commonest problems that each student encounters are mentioned below:

1. Inadequate command in technology:

Some online students are reluctant to move into online learning because they have little tech command. They have learned that online learning is not for tech-savvy individuals therefore they have disregarded it. With regard to this, in order to participate in online learning online students needed advanced tech abilities. However, we are as their teacher can ease their dreads by providing them online tutorials.

2. Previous experience:

For online learning, nobody has remarkable previous experiences. Hence, they are now frightened of it. It refers mainly to online students who have had to go through repetitive online training courses for compliance. Students cannot eliminate the past, but in the new online learning plan, they can get them ready. Online students who have had bad experiences, chiefly nasty, need to be provided online training courses. Accordingly, it becomes obvious why the online learning course should be taken, and how it will increase their lives.

3. Feeling unenthusiastic

It is one of the most important problems met by online students. The loss of boost will lead to any diversity of issues. Nevertheless, there is a mode in order that they positively participate in the activity of online learning like giving them badges, awards, certificates, points also giving them the positive motivation so that they attain the desired outcomes.

4. Individual cognitions:

Regrettably, some of online students may be connecting to beliefs and opinions. They defy themselves. For beginners, they may feel like they do not have the proficiency to participate in online learning course. This discontinues them getting the benefits of the online learning program that their teachers are providing. In addition, by acknowledging and evaluating these matters is one of the best techniques to solve their personal cognitions.

5. Deficient support

Numerous online students can do the online learning program easily. They do not need any additional assistance and they can easily navigate the online learning course. But there are some students who need continuing support during the whole online learning course. The students may not be self-assured or deem the subject hard when it is using online mode. Most education systems are not well equipped to

offer online education due to technological deficiencies. Therefore, for the change to online education to be effective, support is required for the provision of infrastructural apparatuses such as hardware and software support systems.

6. <u>Technical matters:</u>

Numerous students do not possess the high bandwidth or the strong internet connection required in online courses, consequently they fail to meet their virtual classmates. Besides, their weak monitors make it hard to follow the course management system and their learning experience becomes tricky. Moreover, most of them live off-campus and come across it hard to stick to the technical requirements of the course chosen. Many of them do not possess technological devices yet. The answer to this problem is to realize precisely what kind of technical aid they are going to need for a certain course before enrolling in it, and to prepare them appropriately for effective completion of the course.

CONCLUSION

Numerous software and frameworks were utilized to perform online learning, varying from the learning management framework to external apparatuses. Nevertheless, several matters came from the students. Consequently, online learning is not going smoothly because it lacks planning and preparation. Planning and training for better online learning in the future will eventually be carried out, because online learning needs more time to be properly trained and equipped than in-person lessons. The teachers are supposed to be trained with adequate knowledge and abilities to optimize their online learning activities.

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Covid-19 has changed our educational landscape. It has created distances, yet at the same time it has also created borderless classrooms. Any student can now jump from one classroom to another classroom – not only from their own department but also to faculties and even to universities from all over the world in seconds. An Indonesian student can take courses not only from his/ her university but also take courses from a Pilipino, Malaysian or U.S.A. university during the course of their studies. This is possible due to the Indonesia's *Kampus Merdeka* program, which has promoted that education is now free to take, anyway we like, insofar as the requirements of taking the desired class are met. Students want to learn how to become creative and innovative beings. How can the School of Arts and Language Studies, such as the English Study program prepare their curriculum? What kinds of arts and entrepreneurship skills can universities and schools offer, so the would-be graduates can become competitive individuals? This book contains insights and results of research done by students, lecturers, teachers, and practitioners, who writes on the theme: "Arts and Entrepreneurship in Language Studies".

6th Celt International Conference
ARTS AND ENGLISHPRENEURSHIP IN LANGUAGE STUDIES
English Department, Faculty of Languageand Arts, Soegijapranata Catholic University, Semarang, Indonesia
ZOOM https://bit.ly/6-CIC

Thursday, 12 August 2021
07.30 – 08.00 Re-registration in zoom chat

08.00 – 08.05 Opening & Prayer: MC (Retang Wohangara, SS, MHum & Airin Wenas)
Indonesian National Anthem
08.10 - 08.15 Speech by the 6th Celt International Conference Chief Committee (Dr. Dra. Ekawati Marhaenny Dukut, Mhum)
08.15 - 08.25 Speech by the Rector of SCU (Prof. Dr. Ridwan Sanjaya, S.E., S.Kom., MS.IEC.)
08.25 - 08.30 NIKIMUZIEKU

08.30 – 10.20 Plenary session 1 (main zoom room)
Moderator (Dra. Wuryani Hartanto, MA)

TRANSNATIONAL AND CROSS CONTEXT DIGITAL TEACHING PROJECTS
Prof. Radhika Gajjala, Ph.D
Media & Communication Dept.; American Cultural Studies Dept., College of Arts & Sciences; Bowling Green State Univeristy, Ohio, United States of America

PRACTICING INTERDISCIPLINARITY IN ELS GRADUATE PROGRAM OF SANATA DHARMA UNIVERSITY
Prof. Dra. Novita Dewi, MS, MA, Ph.D
English Language Studies, Postgraduate Program, Sanata Dharma University, Yogyakarta, Indonesia

INTERNATIONAL EXPERIENCES FOR STUDENTS' PERSONAL DEVELOPMENT
Dr. Heny Hartono, SS, M.Pd.
English Department, Faculty of Language and Arts, & Director of International Affairs and Cooperation Office, Soegijapranata Catholic University, Indonesia

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10.20 - 10.25 ON-CAMERA PHOTO SESSION
10.25 - 10.30 Entertainment 1

10.30 - 10.35 Entrance to zoom BREAKOUT ROOM

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Javanese Virtual Communication and Its Politeness Realization in Cyberpragmatics Perspective - Dr. Yuli Widiana, M.Hum., Dr. Dwi Aji Prajoko, M.Hum.	A Virtual International Joint Classroom Design for Intercultural Communication Practice - Martha Nandari Santoso, M.A	Women Beauty Image in Indonesian Local TV Cosmetics Advertisement - Shenia Ratna Ananthya, Angelika Riyandari, SS, MA, Ph.D., Dr. Dra. Ekawati Marhaenny Dukut, M. Hum	E-Learning mediated Instruction: Preparing Innovative and Work Ready English Materials for Engineering Students - Radina Anggun Nurisma, S.Pd, M.Pd, Irwan Sumarsono, S.S, M.Pd	Navigating the Switch to Online Learning: Lesson Learned from A Small English Course in Ambon - Helena M. Rijoly, S.Pd., MA ELT
A Call for Sustainable Life in Hawthorn's The Scarlet Letter (1850) - Dr. Ceisy Nita Wuntu, M.Hum	A Qualitative Study: Challenges In Teaching Online Speaking Lessons - Grace Gayathri Ramakarsinin (Med), Geeta A/P Baskaran	Culture Hybridity in Selected Indonesian Vaseline Advertisement - Fei Bheola Putri Haryani, Dr. Dra. Ekawati Marhaenny Dukut, M. Hum, Angelika Riyandari, SS, MA, Ph.D.,	Decision Tree for Assessment Alignment Evaluation in Blended Learning Environment - Marivic Mitschek	Overnight Online Learning in Private Tertiary Education in Indonesia amidst Covid-19 Pandemic: Experiences, Challenges and Problems - R. Agus Budiharto, S.S., M.Pd and Nur Hashomah, S.Sos

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Room A:	Room B:	Room C:	Room D:	Room D: E
Operator: Angelika Riyandari Moderator: Kidung Pelangi	Operator: Timothy Androsio Moderator: Heny Hartono	Operator: Ekawati Marhaenny Moderator:Catharina Nora	Operator: Yosaphat Yogi Moderator: Retang Wohangara	Operator: Galih Moderator: Emilia Ninik
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Operator: Angelika Riyandari Moderator: Kidung Pelangi	Operator: Timothy Androsio Moderator: Heny Hartono	Operator: Ekawati Marhaenny Moderator:Catharina Nora	Operator: Yosaphat Yogi Moderator: Retang Wohangara	Operator: Galih Moderator: Emilia Ninik
Video-making Projects for TPACK Development of Pre-service EFL Teachers - Fadhila Yonata, M.Pd., Heris Sandra, Serly, Nefya Ortapia, Lasri Novita Sari	Barriers and Needs: Binus University Students' Perceptions of E-Learning During the COVID-19 Pandemic - Andi Putri Yasyfin, Dr. Dra. Clara Herlina Karjo, M.Hum	Tiktok as a Product of Popular Culture - Chatarina Maria Nora Praviana, Dr. Dra. Ekawati M. Dukut M.Hum., Drs. Y.E. Budiyana MA	Racial Discrimination to the Blacks as Seen in Stockett's The Help - Olivia M. Nanlohy, Olga A. Rorintulus, Sarah Kamagi	Students' Perception of Cyber Learning Use in Writing Class - Emilia Ninik Aydawati, S.P., M.Hum
Improving Kana Reading Skills through Flipped Classroom Model and Contextual Teaching and Learning Strategies in Seikatsuno Gakkou Materials (Research Actions In SMAN 1 Setu Class X Language Semester 2 - Linda Maryati	Teachers' Perspective on Gender Differences in Learning English Language - Hesty Saroinsong	The Impact of Online Media on English Language Acquisition of Indonesian Student - Nivita Claudia Ante, S.Pd	The Discriminations toward Indian Immigrants in The Hundred Foot Journey Film - Ruth Elisabeth Johannes , Angelika Riyandari S.S., M.A., PhD , Dr Heny Hartono S.S. M.Pd.	A Correlation Study between Attitudes towards Greeting Cards and Age Background - Amanda Ramli, S.S, Dr. Heny Hartono, Emilia Ninik Aydawati, SP. M.Hum

Process of Transitivity In Agoda's Caption Related to Lodging Terminology (A Systemic Functional Linguistics Research) - Nova Asyri Aryanti, S.S., M.Hum.- Humaira Restu Maulidia, S.Pd., M.Hum.- Mayang Pramudhita, S.S., M.Hum.	EFL Student Teachers' Reflection on Offline and Online Microteaching - Fitri Budi Suryani and Rismiyanto			Grammar and Stylistics: Language in Action - Larcy C. Abello, PhD

13.50 - 13.55 Entrance to Main Zoom Room
13.55 - 14.00 Entertainment 2

14.00 – 16.15 Plenary Session 2 (main zoom room
Moderator (Dr. Drs. Antonius Suratno, MA)

PEOPLE LOVE STORIES: STORYTELLING FOR BUSINESS
Angelika Riyandari, SS, MA, Ph.D. & Emilia Ninik Aydawati, SP, MHum
Englishpreneurship, English Department, Faculty of Language and Arts, Soegijapranata Catholic University, Indonesia

TIGER TALES AND LIVING MASKS: AN ONTOLOGICAL EXPLORATION OF MAK YONG PERFORMANCE PRACTICE IN THE RIAU ARCHIPELAGO OF INDONESIA
Patricia Hardwick, Ph.D.
Performing Arts Department, Faculty of Music and Performing Arts & Research Fellow at the Institute of Malay Civilization at Sultan Idris Education University, Perak Malaysia

WHEN A KINO-EYE BECOMES A KINO-BRUSH: CINEMA AND VISIBLE REALITY IN TODAY'S DIGITAL CULTURES
G.M.Adhyanggono, SS, MA, Ph.D
Digital Performing Arts, English Department, Faculty of Language and Arts, Soegijapranata Catholic University, Indonesia

15.45 - 16.15 Questions & Answers led by Moderator (Dr. Drs. Antonius Suratno, MA)

16.15 - 16.20 Entertainment 3
16.20 - 16.35 Summary & Closing Speech (Dr. Dra. Ekawati Marhaenny Dukut, M.Hum.)
16.35 - 16.45 Wrap up & Announcements: B. Retang Wohangara, SS, M.Hum

16.45 - 17.00 ON CAMERA Photo Session