

# **A Survey of Online Learning during Pandemic Covid-19 by Teacher of English of Junior High School in Malang**

Muhammad Irfan Nashiruddin Afif<sup>1</sup>, Junaidi Mistar<sup>2</sup>, Imam Wahyudi Karimullah<sup>3</sup>

*(Mahasiswa Pendidikan Bahasa Inggris FKIP Universitas Islam Malang)*

[Irfan.nashiruddin2007@gmail.com](mailto:Irfan.nashiruddin2007@gmail.com)<sup>1</sup>, [J.mistar@unisma.ac.id](mailto:J.mistar@unisma.ac.id)<sup>2</sup>, [imamwk@unisma.ac.id](mailto:imamwk@unisma.ac.id)<sup>3</sup>

**Abstract:** Online learning is one method in the learning process without meeting or face to face, so the student can learn from home or everywhere. Moreover, nowadays, many sectors use English like industry, education, and medical and so on. Since there is a coronavirus the activities should be done at home to avoid the virus. Meanwhile, doing online learning is not easy because there are some factors faced by teachers such as facilities, technology literacy, and learning methods. Those factors indicated that the teacher has problems in using media in teaching English to their students. This project is a quantitative study using a survey research design. Finally, this study aims to find out the teacher's perception of online learning during pandemic COVID-19. The second one is to investigate the factors affecting online learning, and the last is to know the teacher's competency in using media for online learning. The subjects of this study were English teachers of junior high school in Malang. The researcher took the subject from a group of MGMP (Musyawarah Guru Mata Pelajaran) of Malang. The total number of the English teachers of junior high school was 45 from school around Malang. The data collected using a questionnaire. The data analysis was done by calculating. The result of this research showed that the teachers have positive perception about online learning during pandemic Covid-19, they also think that media learning is effective for students and teachers to keep them healthy from the virus. However, lack of teacher's competence, internet data, and personal characteristics are the factor that can affect online learning. The teachers can use the media of learning online.

**Keywords:** Online learning, Covid-19, English teacher.

## **INTRODUCTION**

English becomes the most language that used in this world since English is the international language. However, Indonesian do not use English for daily conversation due English plays as a foreign language. Indonesian student have low skills in English and ranked 51 out of 88 world ranking. Meanwhile, Indonesian students have learned English from the first grade of primary school until the third grade of senior high school but Indonesia ranked 51 out of 88 countries. One of contributing factors due to English as a foreign language in Indonesia is

infrequently use outside of the classroom (Suryanto, 2014). This means that the students only practice English in the classroom, so they do not improve their skills significantly.

Nowadays everything has changed due to COVID- 19. Many industrial sectors are experiencing huge losses such as economic, tourism, industry, and education. In education sector, teaching and learning process has changed form face to face to online learning. There so many reasons why online learning was applied because this virus is very dangerous for humans and it can cause death and transmission to others.

In general, E-learning refers to asynchronous or self-paced learning (Kelly, 2001). In this time, teaching and learning are currently part of education since the virus corona or COVID-19. The most common used of online teaching and learning still appears to be the same: putting a specific content of face-to-face teaching on the web using a learning management system (LMS), (Sendang & Darun, 2011). Online learning is one of the ways in the learning process without met or face to face so, they can learn from home or everywhere. To be more explicit, E-learning was alluded to the utilization of Web advancements to convey an expansive cluster of arrangements that upgrade information and execution (Rosenberg, 2001).

There are three fundamental criteria in E-learning: (1) it is networked, which made it capable of instant updating, storage/retrieval, distribution, and sharing of instruction or information. (2) it is delivered to the end-user via a computer using standard Internet technology, and (3) it focused on the broadest view of learning solutions that go beyond the traditional paradigms of training (Rosenberg, 2001, p.28). Online learning became popular most of the school now that applied E-learning to make them still learn until the government find the immune for this virus or COVID-19. There is now a plethora of information about distance learning that most often takes the form of online or computer-delivered style of teaches (Chen & Jones, 2007).

Using online learning in the teaching process was not easy; there are issues that teachers face when teaching their students. Some factors that make E-learning fail are they facilities, some teacher's blind technology, and learning methods. Those problems above also face by students. The first problem is facilities, not all city in Indonesia has internet signal since some teachers and students living in the village, which is, they did not have good internet network. It also caused by equitable distribution of facilities that were not good. In another hand, the internet quota and computer or laptop were also one of a problem that made online learning was

not affective for the students and teacher. The students who are not good in financial, they cannot effectively join online learning because they did not have internet quota and computer.

Likewise, not all the teachers know or master in technology, the old teacher will get difficult in operating internet or computer, so it will made ineffective in the teaching process. The teacher also should be changed the method of teaching from conventional or classic to online learning, the teacher should be learned how to find the best method to teach their student via online as well as they have to learned how to used application of online learning and it takes more time. The teacher who ever used blended learning would easy to used or adapted to online learning but the teacher who never used blended learning would get a problem with online learning. In case, online learning was not good for students and teachers because the teacher cannot control their students. Online learning more emphasized the transfer of knowledge, but the essence of education did just that. Education must be a better person for the students.

Agustina & Cahyono (2017) the consequences of the investigation showed that the Indonesian EFL educators utilized the media not just for adapting to the restricted time accessible for EFL instructing, yet in addition because of the huge estimation of the media to help the understudies' EFL learning. In similar study conducted by Lin & Zheng (2015), the results of this study could be useful to online language teachers and researchers and point the way to improvements in teacher education vis-à-vis online language teaching. The subject of this study was a virtual school in the Midwestern United States. The last study conducted by Yanti, Setiawan, Nurhabibah & Yannuar (2018) the researchers researched the secondary level of school in Pasaman, city of West Sumatera, the experimental research design was used in his study. The purpose of the study was to investigate the perception of the teacher of using E-learning/Edmodo in educational activities. They found that the teacher perceived that e-learning is useful and also easy to use it.

This study is conducted to find out the appropriated online learning. Based on the background above, the research problem of this study can be formulated as follow:

How was the teacher's perception of online learning during pandemic COVID-19, what are the factors affecting online learning and how is a teacher's competency in using media for online learning?

## **METHOD**

The design of this study was a quantitative study using a survey research design to investigate the teacher's perception of online learning during pandemic Covid-19. The population of this study were English teachers of junior high school in Malang. The researcher took the subject from a group of MGMPs (Musyawarah Guru Mata Pelajaran) of Malang. MGMP is a group of English teachers in Malang to facilitate English communication between teachers of junior high school to communicate with each other. The total number of the English teachers of junior high school was 45 schools around Malang.

In order to collect the data, the researcher used a questionnaire as an instrument for this study. There were 35 questions for Yes/No Question and multiple choices that are being tested to know the teacher's perception of online learning during the COVID-19 pandemic. The questionnaire consisted of 3 questions, 1). The teacher's perception of online learning 2). The problem encountered by the teacher in online learning 3). the competency of teacher used media online learning. The English teacher from MTsN 2 Malang carried out the validity test. From the validity test, the questionnaire has turned out to contain 30 items included question 1-4 identity of the respondent, question 5-10 about the regulation of online learning in the school, question 11-21 about teacher's perception of online learning, question 22-24 factor that faced by teachers during online learning and question 25-30 the competency of teachers used media online learning. The results of the test expected to represent the teacher's perception of online learning during pandemic COVID-19. In order to avoid confusion among respondents, the questionnaire used Bahasa Indonesia.

The data collected in this study were in form of a questionnaire. The data collection process consists of two steps. The first step was selection of participants. The next one is the researcher has conducted the research, the researcher gives the question to the English teachers of junior high school, and the purpose of the question itself was to know respond of the English teacher about online learning during covid-19. To avoid the spread of coronavirus, the researcher carries out the research by giving the questionnaire using the Google form.

After the data collection was completed, the researcher analyzed the data. The researcher was analyzing the responses of English teachers of junior high school to know the teacher's perception of online learning during covid-19 Pandemic, to find out the factor can

caused successful of online teaching, and the last is to know the teacher's competency in using media for online learning. The analysis carried out by calculating the percentage.

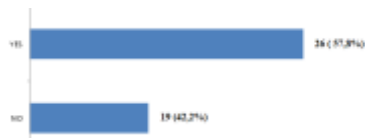
## FINDING AND DISCUSSIONS

### Finding

#### Reaserch Question 1. Teacher's Perception of Online Learning

Teachers' perception investigated in terms of aspects. The following finding shows the perception of online learning.

##### Chart 1. Is online learning effective in the era of pandemic COVID-19?



As it was seen the chart above, shows that online learning during pandemic Covid-19 was effective for teachers and students at 57,8 %, while teachers who felt less effective in online learning at 42,2 %.

##### Chart 2. Do you think online learning has benefits for teachers and students?



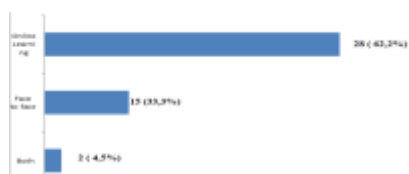
From the chart above, it can be said that online learning had benefits for them at 95,5 %, while 4,5 % think that online learning has not benefited.

##### Chart 3. In your opinion, does online learning have a negative and positive impact on teachers and students?



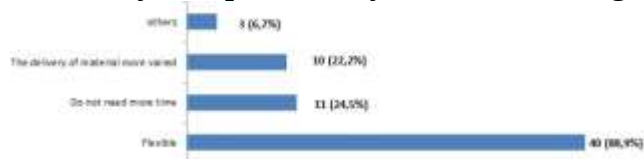
As seen in the chart above, it can be concluded that online learning during a pandemic has a positive impact for the teachers and students at 97,8 % and no one's choosing negative impact, whereas 2,2 % don't have any idea about the benefit of online learning during pandemic Covid-19.

##### Chart 4. In your opinion, which learning is more effective?



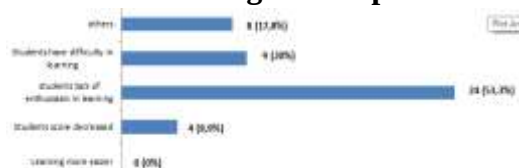
From the result above, it can be concluded that online learning during pandemic more effective at 62, 2 % and 4, 5 % choose learning with face to face is effective, whereas 33, 3 % of respondents choose both as effective learning.

**Chart 5. In your opinion, why is online learning during pandemic Covid-19 more effective?**



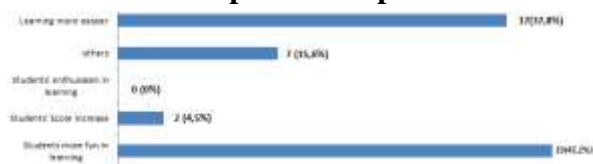
The chart showed that the effectiveness of online learning cause by flexibility or they can access everywhere at 88, 9 %, and 24, 5 %. The teacher did not need to spend more time to teach their students. Therefore, the teachers would have more time to prepare materials. 22, 2 % responded think that the teacher will have more variety of teaching experiences, while 6, 7 % of respondent choose others, means that they have their own opinion about the effectiveness of online learning like they thought to depend on material for teaching, and learning online was not effective.

**Chart 6. What is the negative impact of online learning during Covid-19 for students?**



Based on the chart above, it can be said that the negative impact of online learning was made the students lazy to study at 53,3 % and 20 % students hard adapted the situation so they don't have the enthusiasm in studying. Likewise, 8, 9 % of the score of the students decreased, and 17, 8 % of the teachers said that students undisciplined in join online class.

**Chart 7. What is the positive impact of online learning during COVID -19 for students?**



As it seen in the chart above, online learning during a pandemic Covid-19 has a positive impact at 42, 2 % students more fun in learning and 37, 8 % students felt easy to study. Unfortunately, students did not have the spirit of learning so that the score of students decreased. There is 15, 6 % respondent chooses others since they did not have any idea what kind of

positive impact of online learning. Likewise, 4, 5% of respondents choose students' score increased as a positive impact of online learning.

**Chart 8. Do you think online learning is more efficient?**



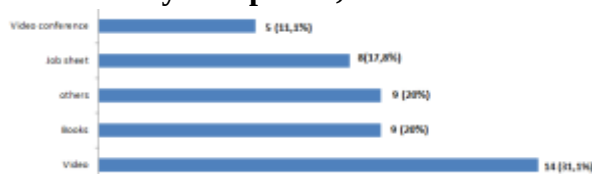
From the chart above, online learning during pandemic more efficient for students at 64, 5 %, while 35, 6 % was not efficient for students.

**Chart 9. Do the students' parents control the students during online learning?**



According to the chart above showed that online learning during pandemic more effective for students if the students' parent's control their children study during the learning process so the respondent mostly chooses parent should control their children at 77, 8 %, while 22, 2 % parents was not control their children.

**Chart 10. In your opinion, what is an effective online learning model during Covid-19?**



Based on the result above, it concluded that the teachers used video as the model of online learning at 31, 1 % and 20 % & 17, 8 % teachers felt comfortable to used books and paper sheet. In addition, some teacher used video conference as the model of online learning at 11, 1 %

**Chart 11. What types of assignments do you often give students in the online learning process?**



teachers was used multiple choices as the type of assignments that they have given to the students at 44,5 % and 22, 2 % some of the teachers used paper sheets. Likewise, 20 % teacher treated their students by using essay when they have given task and 13, 3 % teacher mixed the type of assignments their students.

## **Reaserch Question 2. The Factors Affecting Online Learning**

**Chart 12. Which one do you think of the two factors below that affect the success of the online learning process?**



Based on the chart it can summarized that the competency of using media online learning was the most factor in effecting online learning process at 53, 3 %, while 46, 7 % of teacher think that individual characteristic also can give impact in the success of online learning.

**Chart 13. What are the common obstacles experienced during the online learning process?**



From the data above, the comment obstacles that faced by teachers were they did not have a good network at 48, 9 % and 40 % they less in controlling their students during online learning. While 15, 6 % process of teachers gave the material for the students and 40 % students never on time to join the online class. In addition, 2, 2 % and 6, 7 % time for learning and teaching process were not enough for teachers.

**Reaserch Question 3. The Competency of teachers Use Media Online Learning**

**Chart 14. Do you understand online learning?**



The data above showed that 95, 6 % most of the teachers already understand online learning, and 4, 5 % of a teacher still confused about online learning.

**Chart 15. How well do you understand the use of online learning media?**



From the chart, it summarized that 42, 2 % of the teachers can only used Media without knowing the benefit of the media, 37, 8 % teachers can used the media with knowing the benefit of the media, 20 % teacher can use media online learning and they know all the benefit can operated the media by them.

**Chart 16. Which media do you often use in online learning below?**





The result of the data above showed that 48,9 % of the teachers often used WhatsApp as the media online learning, 26,7 % of teacher used Google classroom in teaching online learning, and 2,2 % of teacher used Zoom as media in teaching while 22, 2 % teacher used other media online learning like E-learning, and some of the teachers mix the media.

**Chart 17. Which media have you never used in online learning below?**



The data above showed that 71,1 % of teacher never used Edmodo as the media online learning and they did not familiar with this media, 22, 2 % of teacher also never used Zoom as media in teaching online learning, and 11,1 % of teacher also did not use WhatsApp as media in teaching, while 8, 9 % teacher did not used Google classroom.

**Chart 18. Do you make your online learning media?**



Based on the data above, it can be said that 73, 3 % of teachers was made their own media as media online learning to make the students felt enjoy the learning online, and 22, 2 % of teacher did not make the media as media online learning. While, 4, 5 % of teachers did not have any idea on making their own media.

**Chart 19. What technology devices do you use for online learning?**



7, 8 % of teachers used a laptop as a tool in teaching online learning, 71, 1 % used smartphone and 20 % used the computer as tools in teaching their students, whereas 4, 5 % of teachers used smartphone and laptop in the same day.

## 4.2 Discussion

Based on the finding above, it reported that the teacher's positive perception of online learning during the Covid-19 pandemic is effective for students and teachers to protect them from the virus. Teacher's perception of online learning based on survey result through a questionnaire provided to English teachers. These results indicate that English teachers think that

online learning is quite effective in the pandemic era because online learning is flexible enough for the teachers and students. Online learning gives the teacher more time to prepare his or her teaching material, so it can educate and provide more interesting material so that the learner can enjoy and attractive even though they are learning via online.

Online learning is one of the methods to protect students from the corona virus, which is currently, hit the world. The teacher believes that online learning will be successful for students if the students' parents participate in controlling their children during teaching and learning online. In the era pandemic Covid-19, all of the work carried out online so that everyone can avoid and protected from virus included teaching and learning process, online learning also have a negative and positive impact on the students. The negative impact of online learning for students was lack of motivation of learning, student's score are low, and they feel bored. While, the positive impact of online learning is students have a new experience in the learning process so that they enjoy the learning online if the teacher provides good teaching material, and students more flexible in learning it means that they can learn everywhere. In this case, most of the teachers used video as the model of online learning.

This present study in line with the study conducted by Yanti, Setiawan, Nurhabibah & Yannuar (2018) who reported that teacher's positive perception about the use of E-learning/ Edmodo was effective for students. The educator perceived that E Learning/ Edmodo is a valuable or supportive and furthermore simple to utilize innovation. It discovered that the instructors are happy with the focal points of the use of this new era.

This study also in accordance with Agustina & Cahyono (2017), who stated that positive perception about the use of the platform in teaching students. The previous study showed that Quipper School could use as an online platform for extended EFL learning. As an online platform, Quipper means that the school can use this kind of platform either in the classroom or outside of the classroom. So using media for online learning during a pandemic is more effective for the students and teachers.

The success of online learning during pandemic Covid-19 depends on the ability of teachers to provide learning, so the students can follow the class enjoy and they can improve their skill in English. Online learning expected to have a positive impact on education. To achieve this goal, there must be cooperation between the two parties, namely the teacher, parents, and students. The teacher must be able to provide interesting learning so that students will be

enthusiastic in participating in the teaching and learning process. The teachers must also cooperate with the students' parents to control their children in learning.

Teaching online is not easy to apply in Indonesia since our education normally used a manual method in the teaching and learning process. Online learning is not a new method but it is hard for educate applied this method for students, but in this time online learning is effective since coronavirus has come. There some factors that affecting on online learning, that were lack of teacher controlling, students late to join that online class, and the most factor that faced by teachers and students is Internet networking. The teachers cannot take full control of their students during learning and teaching online, some of the students just join the class online but they did not listen to their teachers that explain the material. In addition, some of the learners join the class at half of the end of class, the learners are only present to fill the attendance, and from they did not really participate in teaching and learning activities, so they have difficulty in controlling their students.

Likewise, internet networking one of the most factors in the success of online learning, some teachers complained about the additional costs for buying internet quota so that this made some teacher just give their students assignments to fill the class, they did not really the teaching and learning process. This situation also happened to the students who do not have internet quota they did not attend the teaching and learning process. The students who did not attend the class, they just do the assignment.

Another factor can be affecting the online learning is personal characteristic; means that the teachers' characteristic it can be the aspect that can affect the online learning. There are some characteristics that should have by the teacher; Understand, Intelligent, Education, self-discipline, skill, and active. Those characteristics can help teachers in teaching online, which means that teachers should understand their students' conditions like some of the students will felt bored during the online class, the teacher should find the best appropriate method to make their students enthusiastic in joining the class. Self-disciplines also one of the aspects that can make online learning successful, it can be said that the teachers should attend the class on time and the teacher also needs more activity than the student in online class since the different situation between the traditional method and virtual method. In the traditional method, the students should act but in the online method, the teachers should act because the teacher cannot directly control their students. The skilled teacher when teaching and preparing the material also

caused the success of online learning. The teacher needs extra time to prepare the appropriate material for their student to make them feel enjoy the class. However, some of the teachers just give them the assignment to fill the class because they do not have skill in teaching via virtual learning, which also caused the teacher cannot to adapt to online learning.

Online learning become the common method in this era; every school in Indonesia applied this for teaching and learning activities. In this case, the competency of the teacher using media for online learning is one also of the factors in successful online learning. The use of media for online learning by teachers is a concern in teaching and learning activities, this has a good impact on the learning activities. The teachers who are able to use media for teaching online will be able to have a positive impact on the students in learning online. However, if the teachers are unable to use the media for online learning, it will be difficult for the students in learning so the students will have a bad experience of a decrease in score.

The effectiveness of online learning during a pandemic Covid-19 used several learning applications, namely Google classroom, WA group, Zoom, and some of who teach English in Madrasah Tsanawiyah use E-learning from Ministry of Religious. The teachers prefer to teach with the online learning system during pandemic using WhatsApp group application because they think that it will make the students easier in learning online. It is because the students who do not have a good internet network and suitable tools for learning will hard to follow the online learning class. In addition, the other application the most used by the teacher is Google classroom since the teacher can easily use and operate the application. Using Google classroom the teachers can control their students and can see the students who was attending the class.

Unfortunately, an application that rarely used by teachers for teaching and learning process during a pandemic COVID are Zoom, E-learning, and Edmodo. The application that never used by the teacher is Edmodo since they did not understand how to used the application and this application did not popular among students so the teachers did not use the application for teaching. Thus, some teachers in teaching online learning use Zoom and E-learning applications, E-learning only used by English teachers who teach in religious schools like MTs and MA. In addition, to support the online teaching and learning process, of course, need tools as a medium for learning. In case, learning tools used by teachers for online learning during Covid-19 are Smartphone, Laptops, Tablets, and Computers. From these media, teachers for online teaching and learning, namely, smartphones and laptops used only two media.

Besides using an application, also used several learning models. There are four learning models often used by an English teacher of junior High Schools to support online learning including video conferencing, video, models/books, and jobs sheets. In case, the video became the first order that many English teachers choose so that learning became effective. Some teachers choose video as model learning to make their students more active to join the class. English teachers also often use books and jobs sheets, this model of learning is only used by teachers who just give the students assignments via the WA group. In addition, video conferences become a model of learning that never used by an English teacher.

## **CONCLUSION**

As presented in the finding and discussion, the result of this current study was teachers' positive perception about online learning during the pandemic. Online learning is useful for the students and teacher to protect them from the corona virus and it will give the teacher more time to prepare their fun material to make the students felt enjoy learning online. Online learning also has a good positive and negative impact on students. The teachers believe that use online learning will be a success if the students' parents take a part in controlling their students while they learning online. WA group and E learning are the common media that to be used by teacher in teaching online. The competencies of teacher used media also give an impact on the success of online learning. Personal characteristics also factors that effective on online learning means that the character of the teachers also factors that make students enthusiastic about learning online, teacher who is pleasant and able to understand their students' conditions will make students feel comfortable and happy to participate in teaching and learning activities.

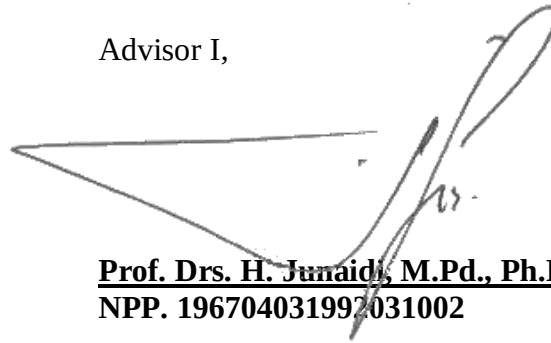
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Approved

Advisor I,



**Prof. Drs. H. Junaidi, M.Pd., Ph.D**  
**NPP. 196704031992031002**