
**AN ANALYSIS OF STUDENT LEARNING EXPERIENCE TOWARD FULLY
INSTRUCTION OF WEB - BASED LEARNING DURING THE PANDEMIC OF COVID
19**

by

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Abstract

This research aimed to figure out student learning experience toward fully instruction of web-based learning during the pandemic of covid-19 in IKIP PGRI Pontianak. Descriptive qualitative method was implemented in this research. The total sample were 30 students from the second semester of English Education Program at IKIP PGRI Pontianak in the academic year of 2019/2020. It was determined by cluster sampling which took A Morning Class. This research used open-ended questions designed by Vai and Sosulski (2011) which consisted of four elements learning experience namely learner, mentor, knowledge and environment as the indicator of this research. There were 10 questions in the questionnaire. The data findings analyzed by using transcription. Triangulation was implemented in this research to determine the accuracy or the credibility of the data findings. The research findings indicated that the implementation of web-based learning was convenient for the students to keep continuing the learning activities during the pandemic of covid-19. However, the student still preferred conventional (face-to-face) learning because the intensity of teaching learning process made lecturers' explanation easier for them to comprehend the material. Though the lecturers' instructions and feedback during learning via the web was satisfied and supported the students but it did not help them much because of some reasons such as bad internet connection. Most of students live in a village that has bad internet connection. It made some of the students had to go to downtown in order to get good internet connection so they would not missed the class but sometimes the lecturers did not start the class on the schedule. So, they felt difficult to follow the class. Besides, the students also felt difficult to ask or discuss regarding the materials they did not understand even though the lecturers let them ask whenever they were confused but it was hard to understand by texting or chatting. Without understanding the materials, they should finish all assignments by the deadline given. Due to this case, during web-based learning the students wanted the content design for the material display in a video format thus they can download it after the signal is available. Perhaps, it can help them understand the material and do not worry about the signal error. In conclusion, the students actually could not study well through web based learning. They wanted to study as usual in a class by convenient or face to face learning.

Keywords: Student Learning Experience, Web-Based Learning, Pandemic Of Covid-19.

PENDAHULUAN

Recently, people around the world were surprised by the appearance of a deadly virus named covid-19. This virus has been killed thousand millions humans live on earth. It started on early December, 2019 in Wuhan, Hubei Province, China. The virus has rapidly

spread globally to many countries across 6 continents. Covid-19 was reported in Indonesia on March 2, 2020 and it has given big impact on social, economic, education and so on (Susilo, et.al. 2020:45). Due to this virus can be easily transmitted to other people by physical contact, almost all of the system in Indonesia

was changed including education system in which the teaching learning process has to carry out at home in order to cut off the spreading of the virus further. Therefore, the government has appealed all of the schools including universities in Indonesia must be carried out through web-based learning.

Based on the regulation of Education and Culture Ministry in Indonesia, the implementation of web-based learning has been stipulated in 2013, number 109. Web-based learning is also known as an online learning or electronic learning (e-learning) in which the internet connection is very important to run this media. Davidson (2018:10), defines that “the internet and web have become major forms of delivery for distance education since the early 1990s”. Furthermore, the web is actually a subset of the internet because the internet provides search engine, portals and browsers that web doesn’t have (Crumlish, 1998; Smaldino et al., 2015 as cited in Davidson, 2018:10). Therefore, the usage of web-based learning is best alternative teaching-learning process during the pandemic.

Then, the implementation of fully web-based learning in IKIP PGRI Pontianak is the first time in history. Due to this case, certainly there are a lot of changes in the learning process in which students also feel the impact of it, especially the second semester students in IKIP PGRI Pontianak who are still classified as a freshman in campus. They only get conventional or face to face classes intensively for one semester and for the next semester directly changes into online. It is not impossible that some of them will get frustrated because they have to adapt again into other learning system.

Therefore, to know the reality of whether the implementation of fully web-based learning in IKIP PGRI Pontianak is easy for students to adapt, we can see through student learning experience. Learning experience is the various experiences that learner undergoes during a course which this results increase the students’ comprehension on knowledge, skill,

attitude that able change their behavior and perception. Thus, the result of this research cannot be blamed if their statements are negative. This research had been conducted in the second semester students of English Education Study Program at IKIP PGRI Pontianak in the Academic Year of 2019/2020.

METHODOLOGY

Research Design

The research methodology employed in this study is the descriptive qualitative method. According to Ary et al. (2010:22), defines that “qualitative research focuses on understanding social phenomena from the perspective of the human participants in natural settings”. Thus, descriptive qualitative research was well-suited to achieve the goal of this research.

Participants

A sample is a portion of a population. In this research, the researcher applied a probability sample design, which specifically use a cluster sampling technique. According to Ary et.al (2010:154), “cluster sampling is probability sampling technique that randomly selects and uses whole naturally occurring groups such as intact classrooms or entire voting precincts as the samples (clusters)”. The researcher chose this sampling technique in order to get appropriate respondents that relevant to answer the research questions. Therefore, A Morning Class had been chosen as the sample because the lecturer applied zoom, google meet, google classroom and WhatsApp in teaching learning process during the pandemic of covid-19.

Data Collection

An open-ended questions was used to achieve the purposes of this study. According to Dornyei, (2010:36), “open-ended questions include items where the actual question is not followed by response options for the respondent to choose from but rather by some blank space for the respondent to fill”. The questionnaire was designed by Vai and Sosulski (2011) which consisted of four elements learning experience namely learner, mentor, knowledge and

environment as the indicator of this research then the researcher applied this questionnaire through google form.

Previously, the researcher asked the participants' readiness to fill the test through google form and waited for the results in different times. The results came in various time because the participants had something to do with the classroom activity. This questionnaire created a satisfaction value and comments from the participants because the steps to fill the questionnaire are easy. At the beginning of the questionnaire, the researcher provided a foreword which contained the information about who the researcher is, her purpose in conducting the research and the instructions to fill the questionnaire. After that, there is a general information for participants for instance address and date.

Furthermore, there were 10 questions that have to fill by the students. In learner elements there were 2 questions that revealed about how the students' feel, how the students construct meaning from prior knowledge and connect it with the new experience and the obstacles that the student face during study by using web-based learning. Then, in mentor elements there were 3 questions which revealed the information about the ways their faculty mentor directs, supports, and assesses them by using web-based learning. Next, there were 2 questions in knowledge elements which focused on the students' progress and outcomes during study by using web-based learning. The last, there were 3 questions in environment elements indicated about the quality of content design during learning through web.

Data Analysis

As the tool of data collections indicate the qualitative approach, meanwhile the researcher used four components of qualitative data analysis by Miles and Huberman, (1994:12) to analyze the data. It can be seen in the following figure:

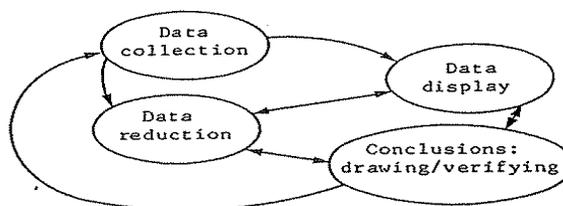


Figure 1. Component of data analysis

a) Data Collection

Data collection is the data that collected through questionnaire in this research. The researcher analyzed the data findings in questionnaire sections through transcription. According to Creswell (2012:239), "transcription is the process of converting audiotape recordings or field notes into text data". In this research, the researcher wrote the questionnaire transcripts based on the result from google form then analyzing it.

b) Data Reduction

Data reduction is part of analysis. Miles and Huberman, (1994:10) cites that "data reduction refers to the process of focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions". Therefore, data reduction can give description deeply to the observation result. There are various types in data reduction and one of them are contact summary. Based on Miles and Huberman (1994:51), "contact summary is a single sheet containing a series of focusing or summarizing questions about a particular field contact". Thus, to gain the purpose of this research, the researcher used contact summary.

c) Data Display

Data display is a qualitative data that showing the information systematically. Based on Scott and Morrison, (2005:52), defines that "there are various display format

such as distribution curves, rank, order list, frequency tables, pie charts, bar, and also short text, quotes, abbreviation, symbols, lines, arrows, and so on". In this research, the data showed in text.

d) Conclusion

In conclusion, the researcher concluded the data findings based on the result of questionnaire sections that had been analyzed.

Trustworthiness of the Data

Trustworthiness or validity in a qualitative research is when a researcher uses certain strategies such as member checking or triangulation to determine the accuracy or credibility of the research findings. Then, triangulation was implemented in this research. Triangulation is the process of corroborating evidence from different individuals, types of data, or methods of data collection in descriptions and themes in qualitative research (Creswell, 2012:259).

FINDING AND DISCUSSION

The data from participants (n=30) have been collected. The participants were able to participate accessibly during the data collection process. They did not find any sophisticated or difficult steps in filling the test through google form. All participants were completely involved in this research.

Analysis students' perceptions towards web-based learning during the pandemic of covid-19 had been filled by the second semester students of English Education Program at IKIP PGRI Pontianak in the academic year of 2020/2021 through google form. The researcher described thoroughly the results of data analysis below.

Student Learning Experience

The results of the data analysis was arranged based on the learning experience elements' as the indicator for the questionnaire sections in this research. The first sections was learner element which indicated about how the students construct meaning from prior

knowledge and connect it with the new experience and the obstacle that the students face during study. The question number 1 for this section was about students experience during study via web and the respond of sample 7, 19 and 21 answered "*I do not like it. For me, although it is easier but it is less effective. Because all students may not necessarily be able to access it, many of them find it difficult to get a signal. I can access it, but it is better face to face*", "*I prefer conventional learning methods. Because, I can come face to face with the lecturers and friends. After that the material presented is easy to understand. While the learning method via the web I do not like it. Because it requires a pretty good internet connection to be able to access it*", "*Saya lebih menyukai belajar secara tatap muka karena lebih mengerti dan membuat saya memaksa diri untuk mendengarkan penjelasan dosen sedangkan jika belajar secara online saya tidak bisa fokus dengan pembelajaran dan terkadang ada yang salah pengertian. (I prefer offline/face to face learning because I understand the material better and I will make sure to listen the material presented by the lecturer whereas if online learning I can't focus and sometimes I did not get the point)*".

Next, for the question number 2 the researcher asked about the obstacles that faced in web-based learning during the pandemic of covid-19 and the respond of sample 7, 27 and 30 answered "*The obstacles I faced is I have to spending a lot of my money to buy internet data, motor gasoline and other things. And then, I have to through long journeys to get internet signal where the road I was on had a lot of holes and sometimes got muddy when it rained*", "*The problem is on the internet network because I am in a village automatically when blackout and the rain comes the internet signal is lost. It is very disturbing especially during the course hours*", "*Bad signal, big data usage, smartphone did not compatible with the application we are using*".

Second, mentor element. This section indicated about how the faculty mentor directs

and support the students. Question number 1 for this section was whether the lecture help and give suggestion to their students or not and the respond of sample 8, 17 and 20 answered “*The lecturer really helped me when I did not understand about the material that have been explained to us*”, “*Selama ini dosen membantu dan memberikan nasehat kepada mahasiswa yang kurang paham jika mahasiswa bertanya. (So far, the lecturer help the students and give a suggestion for those who need it)*”, “*Yes, they help us if we did not understand about the material*”. Then, question number 2 for this section was about lecturers’ online instruction and the respond sample of 6, 19, and 20 answered “*Menurut saya, arahan dosen secara online ini sudah cukup mudah untuk dipahami, karena dosen memberi arahan langsung ke inti pointnya. (In my opinion, the lecturers' online instructions are easy enough to understand, because the lecturers' instructions directly to the core points)*”, “*No. I often miss the explanation when the lecturer explained the material through online because my internet connection is bad*”, “*Yes, it is easy for me to understand it. However, there are some of us who also did not understand the direction from the lecturer, because they did not focus*”. The last question for this section, the researcher asked about the lecturer feedback during learning via web and the respond of sample 11, 19 and 27 “*Umpan balik yang diberikan dosen tepat waktu contoh nya ketika pengumpulan tugas, dosen langsung memberikan evaluasi terhadap pengerjaan tugas tersebut (The feedback given by the lecturer is timely, for example when submitting assignments, the lecturer immediately evaluate it)*”, “*There are lecturers who are very friendly, and flexible to their students, during teaching process most of them are very comfortable, always on time, and provide good material. However, there are also lecturers who like not getting on schedule and give assignments in short deadlines, even though not all students are responsive in understanding the material*”, “*Sangat baik dan memotivasi agar tetap semangat dan selalu mengingatkan agar selalu menjaga kesehatan*

dan menggunakan masker apabila keluar dari rumah. (The feedback is good and motivated us to keep enthusiast. Then, they are always remind us to take our health care and wear mask when we leave the house)”.

Third, knowledge element. This section was related to the students’ progress and outcomes. Question number 1 for this section was about how the student’s rate self-efficacy in web-based learning and the respond of sample 4, 19 and 20 answered “*Nilai bagus tapi di otak saya tidak ada yang masuk. (My scores are good but I did not know anything about the material that had been given and explained by the lecturers)*”, “*Persentase saya adalah 85% dari 100%. Karna saya kadang tidak dapat info ketika suara dosen terputus-putus. (My percentage is 85% out of 100%. Because sometimes I do not get any information when the lecturers’ voice falters*”, “*75%. Remembering that when there was a class, I did not follow it until the end. Because of the bad internet connection and it was impossible to continue the class*”. Then, the last question for this section, the researcher asked about whether the students’ learning outcomes could be achieved in web-based learning or not and the respond of sample number 4, 10 and 24 answered “*Menurut saya pribadi, tidak bisa, karena yang saya rasakan dalam pembelajaran online ini, saya dilepas sendiri untuk belajar, tanpa adanya bimbingan. (I guess no, because during online learning I have to study by myself without lecturers’ supervised)*”, “*It is little bit hard. I prefer the conventional learning because it more efficient and effective for me to achieve better outcomes*”, “*Yes. But the outcomes is not as effective as when learning in face to face because when learning in face to face the lecturer provides learning material and the explanation is easy to understand*”.

Then, the last sections was environment element which related to the quality of the content design in web-based learning. Question number 1 for this section was about which format that display in the content that student preferred in web-based learning and the respond of the sample number 6, 16 and 21

answered “Menurut saya pribadi, lebih mudah dipahami jika dalam bentuk video, karena seperti penyampaian secara langsung dan lebih jelas penyampaian materinya. (In my opinion, it is easy to understand the material through video form because it explains directly by the lecturer and the explanation also clear)”, “Menurut saya format video agar menarik dan materinya mudah dipahami. (I prefer video format because it more interesting and easy to understand the material)”, “In my opinion, it can be interesting and easy to understand in the video format”. Next, question number 2 for this section was about the quality of content design in web-based learning and the respond of sample number 1, 22 and 28 answered “I think there is no problem for that, but sometimes the photo of the material that provided by lecturer is a little bit unclear”, “I think the image quality is quite good and the writing style is also easy to understand”, “Kadang ada gambar atau tulisan yang kurang jelas ya pastinya akan mengganggu dalam proses belajar. (Sometimes there are pictures or written texts that was unclear enough and it is precisely will disturb during the learning process)”. Then, question number 3 for this section was about how the students rate overall quality of study through web-based learning mode and the respond of sample number 5, 23 and 28 answered “In my opinion, it's not good. Karena selama 1 semester menggunakan pembelajaran berbasis web ini, saya lebih banyak menerima tugas dari pada materi, sehingga saya hanya fokus dalam mengerjakan tugas, bukan dalam memahami materi. (In my opinion, it is not good. Because, during learning through web for one semester, I just got a lot of assignments than the material learning so that I only focused on doing assignments rather than comprehend the material)”, “Overall it is good because the material and discussion activity are still explained and we also can ask the lecturer if we do not understand”, Bagus karena saat pandemi seperti ini belajar online memang jalan terbaik untuk semuanya agar tetap saling menjaga kesehatan. (Good because during the

pandemic situation, online learning is the best way for everyone so that we can keep our health together)”.

The results showed that that the implementation of web-based learning during the pandemic of covid-19 was helpful and a great way to overcome this urgent situation. However, the findings were not consistent with previous study of Hamzah, Arrifin, and Hamid (2017) that revealed web-based learning was preferred by students because it can help them more communicative. The findings of this research indicated that the students still preferred conventional (face to face) learning because most of them was distracted by the poor internet network and it was hard for them to understand the material when the lecturer explain it via web. It is definitely can affect the students' outcomes because as cites Wasim, et.al. (2014:447) “the internet network is the main media to conduct web-based learning”. As the students' respond in item 13 “As a students, do you think your learning outcomes could be achieved through web-based learning mode? Why? How?” and the respond of sample 1 and 2 were “No, because the internet signal is bad”, “No, because the material is difficult to understand”. However, this obstacle can covered through well-designed content. The finding of this research showed that the students preferred video format when the lecturer explain the material thus they can download it when the signal stable.

Furthermore, the tuition cost of web-based learning was expensive even though the institution had already given free internet quota every month but it was not enough because the course took a lot of data. This finding was contrast with Yang and Cornelius (2004) which revealed that the cost of web-based learning was effective. Surprisingly, during learning via web the students very satisfied with the lecturers' instructions, enthusiasm, and feedback which prove that the lecturer has done their duty well. The institution and the lecturers were very supporting by giving free internet quota every month for each student to relieve

their cost and kept enthusiast running the class via web during the pandemic of covid-19. The environment (content design) was also well-managed and easy for students to understand the material.

CONCLUSIONS

Based on the findings and discussions, this study has discovered that student learning experience toward fully instruction of web-based learning during the pandemic of covid-19 at IKIP PGRI Pontianak in the academic year of 2019/2020 was dissatisfied even though it was a great way to keep continuing the learning activities during the pandemic of covid-19. The students still preferred conventional (face-to-face) learning rather than web-based learning because the intensity of teaching learning process of web-based learning was not as intensive as conventional or face to face learning. Still, it could not change the government policy about stay at home and keep implementing web-based learning during pandemic. Therefore, the lecturers kept supporting the students by let the students asked them whenever they were confused about the material. However, for some students were difficult to understand regarding the lecturers' explanation that conveyed via the web and they had to think how to finish all the assignments by the deadline even though they did not understand the materials.

Besides that, most of the students were from village where the region still had bad internet connection. It made every learning online section were distracted by lost connection or late loading that experienced by some of them. Some of the students had to go to downtown to get good signal in order to follow the learning online section well. But, the sudden changing schedule of online class made them hard to determine the time when they should go to the city. Therefore, they expected that the lecturers could send them a video of their explanation about the material so they are able to download it when the connection is available. In conclusion, the students could not study well through web-based learning. They

hope they can go back to campus and study as usual.

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