

Pre-Service Teachers' Perception of Online Learning in Islamic University during a Coronavirus (Covic-19) Pandemic

Nafan Tarihoran^a, Bayi Syafuri^b, Masykur^c

^aAssociate Professor in Education, UIN Sultan Maulana Hasanuddin Banten, Indonesia

^bProfessor in Islamic Studies, UIN Sultan Maulana Hasanuddin, Banten, Indonesia

^cAssistance Professor in Humanities, UIN Sultan Maulana Hasanuddin Banten, Indonesia

^aCorresponding Author: Email: nafan.tarihoran@uinbanten.ac.id

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Abstract: The threat of Corona Virus (Covid-19) has presented unique challenges for the institution of higher education, and it hit most aspects of life, including the education sector. This study aimed to investigate the effectiveness of online learning during the COVID-19 pandemic. Data collection in this study was 113 respondent active students participated in this study at the Faculty of Islamic Education and Teacher Training, the State Islamic University of Banten. The sample collection method used simple random sampling conducted online. This research was a quantitative study using a survey method. The study analysed the effect of gender, age, and years of online learning experience differences on students' perception of learning activities. This paper also explained about kinds of online learning used during the COVID-19 pandemic. It can be concluded that online learning was effective because the conditions that required online study and the lecturer-students talk as not as effective as in the normal classroom. The results of the study have implications for online lecturers, students, and administrators. Supports from institution and government are needed for the success of online learning.

Keywords: Covid-19, online learning, pandemic, pre-service teacher

1. Introduction

The pandemic COVID-19 is an emerging epidemic with significant effects on the education system. Most heads of academia now advocate online education as a response to this problem. Educational institutions face decisions about how to continue teaching - learning process while safeguarding their lecturers and students from a public health emergency that is moving rapidly and not well understood (UNESCO, 2020). Educational institutions Offer many online learning opportunities and full degree programme. Learning and teaching practices are changing, which have implication to the essence of learning experiences of students (Demuyakor, 2020).

The traditional teaching approach changed from lecturer to student into the student centre. This is meet the continuous increase in online learning enrolment. Many universities have decided to cancel all face-to - face classes and other learning opportunities and have forced universities to move their courses online to help prevent COVID-19 from spreading viruses (Murphy, 2020; Yulia, 2020). The list of higher education institutions taking this decision has expanded every day. Institutions of all sizes and forms — State universities and colleges, including Islamic universities in Indonesia are moving their classes online (Fithra, 2020; Simamora, 2020) Nadiem Makarim, Indonesia ministry of Education (MoNec) through decree no. 4 the year 2020 which contents about implementing education policies in the emergency phase of pandemic covid-19, boosted up the educator to teach from home(Djuanda et al., 2020). For many developing countries, online learning appears as a fundamental way of teaching and learning, thus making the ration of preservice teacher towards negative direction (Sharma, U., Forlin, C., Deppeler, J. & Guang-xue, 2013).

The MoNec has also made considerable investments in the confidence to achieve the objective of advancing the standard of education by enhancing the learning environment with the help of educational technologies (Adit, 2020). As reported by the Minister of MoNEC, Nadiem Makarim debuted *Merdeka Belajar* or was free to learn that integrating technology training into all levels of education and providing access to technology equipment and ICTs for each Indonesian student liberalized higher education policy (The Jakarta Post, 2020).

The education system in the country of Indonesia is based on Islamic education and public education and allows the students to attend regular school classes. Using technology in teacher pre-service classroom would have a positive effect on teacher's future. The impact can be looked at in terms of teacher position, teaching method and teaching materials. Dudeney stated that It is becoming increasingly important to use technology in the classroom and it will become a regular part of EFL practice (Dudeney, G. and Hockly, 2008).

In Indonesia, online learning offers students and lecturers challenges and opportunities. The Indonesian education system, like various sectors of society, is also uneven, particularly because of the coming COVID-19 pandemic. Online learning can be one of the answers for the Pre-service Teachers to do some assessments toward their teaching-learning process in arrange to reach the circumstance in which students might get it and comprehend what they learn. The key to the effective utilization of technology in language teaching lies not only in software and equipment but also pre-Service Teachers as a designer and implementing effective teaching activities. Well-designed materials will make learning more efficient, more effective and less difficult (Morrison et al., 2013).

Even there are several studies investigated the use of technology, (Mardiah, 2020; Martin & Bolliger, 2018; Whisenand et al., 2006), but only a few researchers examined the pre-service teachers' view in utilizing the technology in a particularized way. Pre-service teachers should be better trained to teach with technology from the first day, when they join the field. Curricula in teacher education, along with the teacher educators' use of technology for teaching and learning will impact the use of technology through teacher protection in future practice.

There is a growing number in studying' perceptions of learning online. However, as earlier stated, there are few, if any, studies that have investigated attitude about the undergraduate perception of online learning in an Indonesian Islamic university. The author decided to revisit some the issue raised by (Alqurashi, 2019; Ituma, 2011). The author set out the specific issues to answer, include:

- 1) What constitutes pre-service teachers' perception (understanding, experiences, attitude) of online learning as a part of teacher preparation?
- 2) Do pre-service teachers perceive online learning (interaction) as effective learning?
- 3) To what kind of learning environment (Synchronous, Asynchronous, blended online) is the strongest and usage of online meeting tool most significant learning?

2. Literature Review

Corona Virus (COVID-19)

Coronavirus contains viruses which have a single strand of ribonucleic acid in their genome. Health experts are worried about coronavirus, which has infected/killed thousands of people (Yang et al., 2020). This disease is part of the pathogen family that causes severe acute respiratory syndrome (SARS) that another person can easily touch.

In December 2019, this virus originated in a Chinese town, Wuhan. The Chinese authority has issued a travel ban in and out of the affected Chinese cities to control the outbreak of the disease. The affected communities have criticized this lockdown as a wrong decision due to psychological consequences resulting from demanding access to medical assistance, supplies or materials (Aber, 2020)

It may spread from animal to human, or from person to person, or be contacted. As a result, Soumya Swaminathan, the Chief Scientist at W.H.O in Switzerland, has officially named the disease caused by this coronavirus as COVID-19 (that is, coronavirus disease 2019). This is to differentiate past or potential outbreaks of this disease from other coronaviruses. The researchers at South China Agricultural University Guangzhou, on February 7, 2020, indicated in a press conference that an animal species (pangolin) is the cause of the disease outbreak. This was due to the animal's genetic similarity with the individual infected. Pangolins are animals which are sometimes used in Chinese local medicine (Gross, 2020).

On 30 January 2020, W.H.O Director-General Tedros G. Adhanom declared the outbreak of this disease a global health emergency because it could be epidemic and devastating to countries with inadequate healthcare facilities, (He et al., 2020; W.H.O, 2020). The global health emergency declaration will gear experts up to probe the infection biology, develop drug/vaccine and weigh up the worst-case scenario. A study at Schenzhen in China showed that some infected persons with the virus were not exhibiting any symptoms of the disease. This makes this virus deadly as it can be contacted without knowing by someone carrying the disease without showing signs. Within a very short time of novel coronavirus emergence, many papers/articles had been written on it. However, these were based on survey reports rather than empirical studies, and the role of explanatory factors was not adequately investigated.

Online Learning

Developing an online information gaining of design or continuity of a learning interface is very much needed during a COVID-19 pandemic that has ravaged almost the entire world. Pandemic that disturbs every factor in life, particularly education. Therefore, if a pandemic occurs in the future, a well-planned lesson plan is intended to increase and enhance online learning or online courses on a large scale.

Online learning is defined as learning which takes place in whole or in part over the Internet (Bakia et al., 2012; Means et al., 2009). Online learning suggested that student learning outcomes in classes are affected by the features of online course design (Alabbasi, 2017), to some degree, online learning studies draw on the constructivist approach to learning (noted above) that emphasizes learning experience reflection (Jonassen et al., 1993).

Inline to this statement, there has been increased interest in promoting student-centred learning among academics and policy makers. For instance, (Kearsley & Shneiderman, 1998) noted that the basic principle behind engagement theory is that students need to be meaningfully engaged in learning activities by communication with others and worthwhile tasks. Along similar lines, (Gosling, 2003) Points out that promoting student-centred learning means imbibing a philosophy of acceptance that: 'students are individuals, each with its own learning needs; help is available to all and not stigmatized as 'remedial;'

Learning and teaching require multiple ways of interaction between the various actors. An interaction is characterized as "a mutual action or effect of two objects, two persons." In pedagogy, this topic has been studied from many points of view and has given rise to different theories, adding a new dimension to the growth of online learning (ÖZPINAR, 2020). There are three kinds of online learning, namely, synchronous, asynchronous and blended learning (Carliner, 2004; and Carliner & Shank, 2016). Online learning can also broaden the range of courses available to students, especially for students living in rural or inner cities. There are 3 interactions that are essential in effective online courses (Moore, 1989): (1) learner-to-learner interaction, (2) learner-to-instructor interaction, and (3) learner-to-content interaction.

A teacher is regularly less talented and trained than students, especially when it comes to the use of current technology (Teeler & Gray, 2006). Computers are usually a core tool for classroom instructional activities (Boyd et al., 2006). Technology has made a difference in improving language problems and is regarded as one of the main drivers of social and linguistic change in the digital age (Shyamlee & Phil, 2012). Wilkinson, M. suggested Many tools, strategies and activities are accessible to Teacher candidates to start exploring language teaching technology in the classroom. They include 1) Online Tools and Smartphone Apps; 2) Mobile Applications; 3) Recording Sites; and 4) Social Networking Platforms; (Wilkinson, 2016).

It is important to note that pre-service teachers are interested and locked in the use of technology from now on, which allows multiple awesome opportunities for universities and lecturers to benefit from bringing a few technology frames into the classroom and making teaching and learning more effective (Özdemir-Baki & Kılıçoğlu, 2020).

Inline to this statement, Tomei proposed that the top 10 innovations used as instruments to solve the evolving stock of capabilities of the 21st century include worldwide understanding, technical skills, and problem-solving capabilities. They include social networking, smart devices and streaming video/video conferencing. Pre-Service Teachers must seize each opportunity to imbue technology to get ready their future at whatever point it includes to students learning outcomes (Tomei, 2016).

English Language Learning

Teaching materials play a very important role in the realities of teaching and learning languages. In the hands of Pre-Service Students, it is machines that must know not just how to use it, but also how useful it can be. Furthermore, the selection of unique teaching materials suggests an official educational option that there is an incredible qualified, political and indeed budgetary undertaking (Riazi, 2003).

Teaching materials for ELT include 'realia', representations and instructional technologies (such as overhead projectors, tape recorder, video and multimedia). They can, of course, be exploited effectively for language teaching that deals specifically with the use of visual aids (Devies, 2002). The process of teaching and learning English will be more student-centered, the quality of teaching will be improved and students' connected English skills can be viably developed (Shyamlee & Phil, 2012).

Moreover, a key component in most language program is teaching material. Richards suggested that a teacher utilizes a textbook or teaching materials by and large serve as the premise for much of language input learner gotten that happen within the classroom (Richards, 2001). According to (McDonough & Shaw, 2012) The ability of all teachers to develop and analyse teaching materials is especially crucial. Tomlinson (2011b) Suggested that the production of materials today is considered both a realistic undertaking and an academic area of study. It involves the design, assessment, adaptation, and distribution of materials as a practical undertaking. As a field, it studies the nature, structure, use and assessment standards and methods of the materials (Tomlinson, 2011a).

Along similar lines, three guidelines for choosing EFL Classroom technology and resources: 1) Students need guidance on learning English. 2) English with many different forms, used for many different purposes. 3) The

instructor should provide guidance by choosing the appropriate language and organizing the learning activities(Chapelle & Jamieson, 2008).

Since students live in the digital age, demands are being made for almost all of them to become technologically trained, including pre-service teachers. Teachers may also use computer programs to create materials for students in English language teaching (ELT), but the technology may confuse them, and the students are increasingly using computers.

3. Research Method

Research Approach

To address the aim of the study, the researcher used qualitative research. The research discusses the perspectives or views of students on the use of e-learning based on their analysis during the COVID-19 pandemic. Respondents are students of Education and Teacher Training Faculty at State Islamic University Banten, Indonesia. This university was selected because it is diverse in geography and size (student enrollment numbers are 4000 students). In this research, the researcher collected data from one hundred thirteen students (F=18 and M=95), as sample in English for Islamic Studies (EIS) course who were active involve in online learning activities during COVID-19 pandemic.

Procedure

The researcher distributed an online survey to the students to complete the form and share their view on online learning during the pandemic. The questions were the context knowledge of technology from pre-service teachers, including the medium used in learning, the perspective of pre-service teachers on the teaching materials and the online method used in the classroom. The research was conducted from April 2020 to June 2020.

Data Analysis

Through this study, the researcher expected to find out the views of free-service teachers who practiced learning English for Islamic Studies (EIS) as part of his teaching processes using online learning. The qualitative results in this study used to analyze the data. The results were represented with the help of tables and different figures.

4 The Result And Discussion

Demographic Respondents

The first portion of the survey was designed to collect demographic characteristic of respondents and their experience with online learning. Only pre-service teachers who were taking an online course asked to participate.

The demographic profile of participant denoting gender, age and educational disciplines as presented in Table 1. Most of the students are female (84.07%), 38.94% are 21-22 years-old. Most participants were studying in the discipline of Islamic education (31%), whereas others were in Islamic educational management (26.5%), Arab education (23.9%), Islamic early education (11.5%), Madrasah Education (8%) participants reported they had completed English courses from 2 to 6 credits.

Table1. Demographic profile of participants

		Number (N-113)	Percent
Gender	Male	18	15.93%
	Female	95	84.07%
Age	17-18	27	23.89%
	19-20	40	35.40%
	21-22	44	38.94%
	Over 22	2	1.77%
Educational disciplines	Islamic education	35	31.0%
	Arabic education	27	23.9%
	Islamic early education	13	11.5%
	Madrasah education	8	7.1%
	Islamic Educational Management	30	26.5%

The Platform used by Pre-service Teachers

One of the initial questions was to explore the most frequently used platforms tools, as shown in Table 2. Platforms used such as the internet browser, word processing tools, smartphone instant messages, social media sites, etc.

The finding revealed that the platforms considered the highest number used by respondents was Zoom meeting (44.25%), followed by google meet (16.81%) and Microsoft teams (3.54%). It was seen that more than half of the participants was using an Android. The platform that received the number of rating never used in PC or laptop was Zoho Meeting. The results are presented in Table 2.

Table 2: Distribution of Participants' Frequently usage of the platforms/devices.

Type of Platforms	PC/ Laptop	(%)	Mobile/ Tablet	(%)	Android	(%)
Zoom Meetings.	12	10.62	2	1.76	50	44.25
Google Meet.	6	5.31	1	0.88	19	16.81
Microsoft Teams.	4	3.54	0	0	0	0.00
GoToMeeting	2	1.77	2	1.76	6	5.31
FreeConference	3	2.65	1	0.88	3	2.65
Zoho Meeting	0	0	0	0	1	0.88
Cisco Webex	1	0.88	0	0	0	0.00

Pre-service teachers' perception online learning

Responses to the question on the pre-service teachers perceive online learning suggested that 81 respondents used course content (71.68%), 3 persons were not valued. It was component online considered by the highest number of respondents to be very valuable. Overall, the results show that the components that received valuable used by respondents was discussion, 63 respondents (55.75%), this was followed by announcement (53.10%), assignment (45.13%), and mail (42.44%) on a daily basis.

The component that received the highest number of ratings from respondents for never being used was the chat component (31.86%), followed web link (15.4%) and calendar (11.50%). The results are presented graphically in figure 1.

The result of this study was in line with the previous research that watched an evaluation of students' perception and engagement with online learning (Ituma, 2011). It was found that a large percentage of students had very positive perceptions of usage of online learning.

Figure 1 Pre-service teachers' report of usability of online components

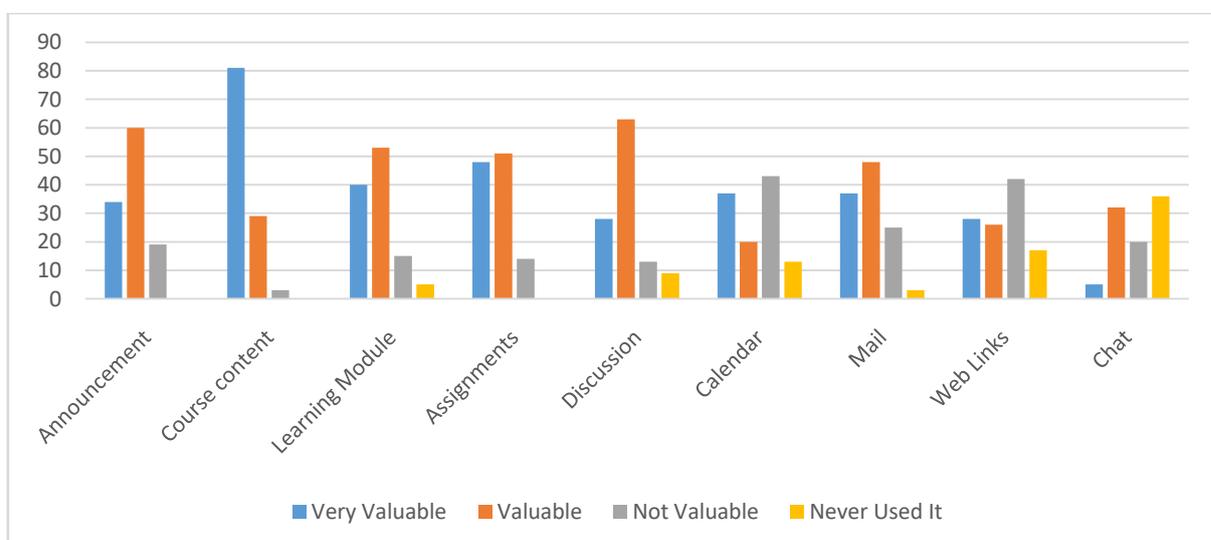


Table 4 is analysis of usage of online meeting tools in COVID-19 pandemic situation. It is known that the respondents screen sharing (41.6%) used intensively, followed by meeting with audio (17.7%), video broadcasting (13.3%), and audio streaming (4.4%) for presentation and sharing the materials.

Table 4. Usage of Online Meeting Tools for Education

Usage online meeting tools	PC/ Laptop	(%)	Mobile/ Tablet	(%)	Android	(%)
Video Broadcasting	5	4.4	2	1.8	15	13.3
Screen sharing	7	6.2	1	0.9	47	41.6
Audio streaming	5	4.4	0	0	5	4.4
Meeting with audio	6	5.3	0	0	20	17.7

At the end of the study, the pre-service teachers were asked to complete the survey adapted from Martin and Bolliger to assess their perception of using online learning (Martin & Bolliger, 2018). Pre-service teachers indicate their extent of agreement with 12 statement on a 5-level Likert scale (strongly agree, agree, neutral, disagree and strongly disagree). The question and the results are depicted in Table 4.

Analysis of the perception of pre-service teachers of doing online learning shown that ‘engage in ongoing professional development and networking activities’ was the highest number of respondents to be ‘strongly agree,’ followed by ‘use online learning tools to enhance teaching and learning.’

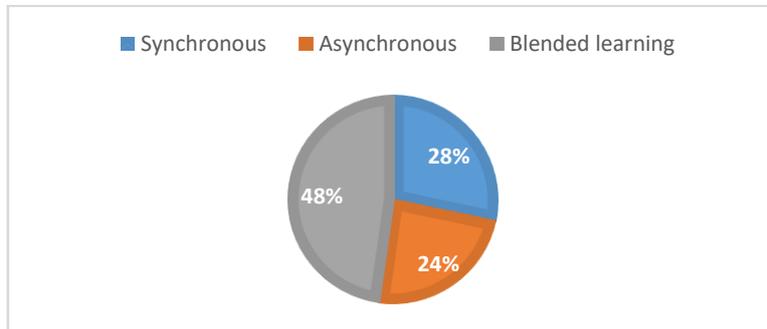
Table 4. Participants Perception Summary

Questions: Doing Online Learning	Mean score	SA		A		N		D		SD	
		No.	%	No.	%	No.	%	No.	%	No.	%
1. Improve my understanding of online and share common interests.	4.218	46	41	41	36.2	24	21.2	2	1.8	0	0
2. Help me to support the development of the knowledge, skills, and attitudes	4.087	36	32	59	52	18	16	0	0	0	0
3. Incorporate me the pedagogical approaches	4.256	25	22.1	48	42.4	34	30.1	2	1.8	4	3.6
4. Use online learning tools to enhance teaching and learning.	4.343	51	45.1	40	35.4	22	19.5	0	0	0	0
5. Assisted me in preparing topic and present my findings in a delivery method of my choice.	4.222	30	26.5	50	44.2	29	25.7	2	1.8	2	1.8
6. Use appropriate technology tools for assessment.	4.142	16	14.2	77	68.1	20	17.7	0	0	0	0
7. Interact with peers through student presentations	4.333	16	14.2	75	66.3	22	19.5	0	0	0	0
8. Use technology to connect globally with a variety of regions and cultures.	4.157	20	17.7	54	47.8	34	30.1	5	4.4	0	0
9. Address the legal, ethical, and socially responsible use of technology in education.	4.06	48	42.4	40	35.4	25	22.2	0	0	0	0
10. Engage in ongoing professional development and networking activities.	4.458	67	59.2	36	32	10	8.8	0	0	0	0
11. Interact with content in more than one format	4.208	40	35.3	34	30.1	34	30.1	2	1.8	3	2.7
12. Use self-tests to check their understanding of materials.	4.287	25	22.2	48	42.4	32	28.3	5	4.4	3	2.7

Learning Environment

When asked via virtual “what kind of learning environment (Synchronous, Asynchronous, blended online) is the strongest and usage of online meeting tool most significant learning?” a total 54 (48%) of 113 participants mentioned that blended learning is significant learning as shown in figure 2.

Figure 2. Pre-service teaches self-report of type of online learning



Then, figure 2 indicates that 24% of participants choose asynchronous learning. It is not denied that limited facilities in accessing the network online learning during Covid-19 pandemic. In addition to the survey, the qualitative finding revealed that there were three common reasons for Pre-Service' unwilling to use technology in designing teaching materials. 1) lack of supervision time; 2) lack of Pre-Service teachers' knowledge on the student's field; and 3) confusing in selecting platform tools for students regarding their level of knowledge.

The following quotes from participants' answer from the survey, for example, one participant comment, “the role of the lecturer as a model is very important.” Regarding synchronous sessions, one student wrote, “I prefer to think over deeper the concept before responding. I feel synchronous session more interactive.” Using technology is a fundamental part of the daily life of students, the following one participant offered a perspective on the use of chatting, ‘Technology-related threats occur, in particular negative effects on Islamic traditions, dangers of sexual harassment and illegal content’, the person wrote, “pre-service teachers need to look at a few points of view that can help them expand their English-language knowledge and skills to be a professional educator”.

5 Conclusion

To reach successful and effective results with technology in learning, the pre-service teachers have increased the confidence and professional competence. Utilizing technology is altogether more critical to engage pre-service teachers in advancing professional development. Pre-Service Teachers have numerous conceivable ways to learn with technology. The result of the study shows that asynchronous operations can be more sensible than synchronous ones. Flexibility with task deadlines should be considered inside classes, training programs and institutional policies.

It can be concluded that using online is nowadays inevitable in the classroom. When used appropriately online learning is quite beneficial for learners and teachers if they are considered only as mere entertainment, but carefully the platform's tool can be useful for both practising productive skills and receptive skills.

COVID-19 pandemic has forced universities to understand the importance of online training for pre-service teachers. The experience of students with online learning was comparable with those of previous research. In addition to acquiring information, the present study revealed the effect of online learning on our students' morale by providing a distraction from the current pandemic situation. It can be inferred that online teaching is feasible, cheap and needs to be a part of Indonesia's undergraduate training outside the current lockdown. Supports from institution and government are needed for the success of online learning.

This study has been limited to only the perspective of pre-service teachers in the State Islamic University of Banten. Future research may investigate gender differences in designing online materials and social media through an interview or survey questionnaire.

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