Analysis of Implementation Online Learning through Applications the Covid-19 Pandemic at English Department of Cenderawasih State University

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Abstract: The Corona Virus is sweeping across the globe, including Indonesia. So that learning process was initially done directly in the classroom becomes online learning or daring. It would also correspond to dictating to the ministry of Indonesia education that hinders the spread of the coronavirus. So learning has been converted into online learning or daring at home. At study English, Study Program also applies the online learning method by taking advantages of online application such as zoom, WhatsApp group, google form and voice note on the subject. WhatsApp application is the most appropriate for applying online learning at English Study Program. An instructor uses this application because it is familiar to both student and instructor and therefore easier to implement. The study was done with a survey through online interview using a google form to all instructors at English Study Program-FKIP. The Data result that the researchers have been obtained indicates that online learning is the only applicate of method for the current Covid-19 pandemic conditions. The lecturer can evaluate students by doing the recourse to see how far the students understanding of receiving online materials. However, some lecturer also judges that online learning is less effective because there are problems with signal power and the student's faculty of personal laptop gadgets. The student has habit for doing online learning up to student absences. The use of online applications is also adjusted to what materials will be presented

Keywords: Online Learning, Online Applications, Covid-19 Pandemic

1. Introduction

Due to the spread of Covid-19, the Republic of Indonesia has instructed people to stay at home. It is also conduct self-quarantining until the condition improves. Cenderawasih University is striving to take preventive efforts to protect the health of all students, lecturers, employees, and all related parties. Ashari (2020) study about online learning process amid the anticipation of the spread of the covid-19 virus is considered not yet maximum. That means that all of the lecture activities are not conducted for doing learning in class. Gunawan et al. (2020) have the study of variation of model and learning platform for prospective Indonesian. Gunawan et al. (2020) most common obstacle during online learning is the limited internet access by lecturers and student-teacher candidates. Learning is carried out in both categories with an average number of online meetings twice a week according to the credits of each lecture. The author of Gunawan et al. (2020) and Ayu et al. (2020), those are talking about the model of study during the pandemic. The authors of Rusdiana et al., 2020 and Brower et al., 2020, are talking about implementing model online learning during a pandemic. That talk about finding key includes the importance of designing for active learning, selecting and utilizing technologies appropriately to meet communicative requirements, varying degrees of co-presence depending on technological and human factors, and high cognitive load and also, study of shared service implementation to develop a successful leadership management of online learning during the pandemic (Eddy at el., 2020). Pedagogical, technological, and logistical implications are presented in the form of a blended synchronous learning design framework grounded in the study results. However, in this study, the focus talks about implementing online learning through applications of the covid-19 pandemic at the English Department of Cenderawasih State University Jayapura to give the solution. All of the lecture activities are conducted using online methods during the learning from the home period. It is usual for students to be bored, stressed or worried about the current situation or be confused with the new learning methods. Therefore, lecturers look for ways to make learning activities interesting and make them comfortable with their study. All departments in Cenderawasih University, such as lecturers, use Video Conferencing to study conduct with the students. Every lecture starts with materials and explanation forum the lecturers and continues with discussion or presentation from the students. At the end of the session, the lecturers give a quiz to test their knowledge effectively.

2. Research Methodology

This research is qualitative in a case study that aims to identify and describe the challenges in learning English online or online for lecturers and students who are new to the online learning method. Problems and challenges faced are identified, analysed and described in depth. The research subjects included 2 (two) lecturers assigned to teach Reading and Structure courses from 40 students offering C, where each class consisted of 28 students. The research will carry out in the Even Semester of 2020/2021. And also, the research subjects were classroom management and technical challenges for learning online Reading and Structure courses.

Data collected through observations of the learning process in July-October 2020 through the WhatsApp Offering C and Offering B groups. And also, Data obtained by documenting learning materials, assignments, and structured student independent learning activities. Data from observation, documentation and interviews were then analysed and triangulated or verified.

3. Result And Discussion

The observations, documentation and interviews show that teachers and students have challenges concerning classroom and technical management. Lectures have limitations in explaining learning material related to the variety of learning methods being carried out. In the conventional class, previously, the lecturer had creativity, flexibility and diversity in teaching methods that were adapted to the material, task characteristics, learning characteristics, situation and student environment, videos, assignments, voice messages. However, teachers experience limitations in their ability to explain material online. That presents a challenge to teachers and students. Group or pair work activities have not been seen in learning, so activities that require students to discuss in groups are still limited. Learning that is student-centred cannot be done because all the material, activities, questions, assignments and information are centred or sourced from the teacher or lecturer.

Teachers and students are constrained by learning time, making difficult to explain, reinforce, enrich learning materials, and clarify materials. For example, some students who do not understand a material during a predetermined learning period must ask the lecturer directly through the lecturer's personal WhatsApp. Lecturers have limited time and methods or techniques in providing satisfactory explanations to students because it is pretty difficult to deliver online. The same thing happens to students. Giving feedback, verbal reinforcement and rewards, and giving sanctions to students who are late in collecting their assignments cannot be automatically given. Lecturers can only remind them continuously every week so that they immediately collect assignments. Only twenty people actively collect assignments and projects given by the lecturer in total during the learning period.

For the forty-two student's offerings group class C. That divides into two parallel offerings group class such as class B and class C. Student discipline for fulfilling tasks, in this case, needs to be improved by twenty out of forty active students. That also shows the limitations of the lecturer in checking the level of competence of students as a whole. In the end, learning evaluation cannot be carried out optimally. As a result, other challenges arise, namely the limitations of the ability to accommodate students' diverse interests, learning styles, and abilities due to limitations in analysing student needs and evaluating student learning processes and outcomes. In general of reading and structure skills for forty even semester offering group class C students at the 2020/2021 academic year such as capable, moderate, and less ratio. Consecutive 15, 25, and 10 based on reflections on the process and their learning outcomes in the previous semester.

From the data obtained by researchers, all ten lecturers applied online learning using online applications during the covid-19 period. From the data obtained, almost all lecturers in the learning process use Google Form. WhatsApp is a software service designed to send messages that allow us to message each other. When compared to other forms of service, WhatsApp is still an application model that students widely use. The use of the Google Form application follows the data obtained by researchers as much as 80%, with the number of lecturers using as many as eight lecturers. Based on the data obtained by researchers, two lecturers in the English Department of Cenderawasih State University conduct face-to-face learning of other subjects.

4. Conclusion

In this conclusion about the implementation of online learning through applications, the covid-19 pandemic at the English Department of Cenderawasih State University, Jayapura - Indonesia has successive application during the pandemic not yet over. Therefore, teachers and students should continue to improve their abilities and enthusiasm. Especially for students, they should continue to improve their abilities in developing learning materials and strategies. Lecturers must master technology, especially in making engaging, interactive learning media to produce a varied and exciting learning experience. So that students continue to improve their understanding of the material provided online

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