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THE SHIFTING OF FACE TO FACE LEARNING TO DISTANCE LEARNING DURING THE PANDEMIC COVID-19

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Abstract

Using a qualitative research methodology, this study is expected to answer on how students' responses toward distance learning during the pandemic (Covid-19). Moreover, this study also provided factual data, suggestions and advices on how distance learning implemented. A qualitative research methodology was applied to 30 students of University of Muhammadiyah (UMT) Tangerang after 14 meeting of distance learning using Google Classroom. Questionnaires were distributed online to see how students' responses toward a distance learning. The findings proved that there were significant impacts to the students' learning performance such as computation skills, autonomous learner and critical learner. Besides, negative impact arose due to connectivity, compatible devices, basic skill of computation and also student-teacher communication.

Keywords: distance learning, students' learning responses and experience

INTRODUCTION

A novel coronavirus or 2019-nCoV had spread all over the world. End of February 2020, Indonesia government officially announced that 3 Indonesia people had been infected. The virus spread mainly from person to person through droplets, aerosolized transmission, surface transmission and fecal-oral (WebMD, n.d.). By understanding how coronavirus spread, the government decided to implement social distancing and other protocols due to the spread of the virus. The government called that this situation as a pandemic.

Many sectors had been affected such as economy, social activities, education and others. This pandemic had led education to have a new method of teaching instead of face-to-face learning and distance learning was the only option to make it happens. Despite, distance learning is not a new thing to both students and teachers but it requires basic skills of computation and adaptation. The shifting of teaching methodology due to pandemic of Covid-19 had impacted school, university and other education provider. Fast teaching and learning adaptation is highly needed. Numerous applications and other online

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learning platforms were used so support distance learning. Unfortunately, there are several things to consider to make effective distance learning happens. One of the most particular application or leaning platform used by the teachers is Google classroom which is free and easy to use.

As cited by Shaharane (2016) from Wang (2012) that Google is a popular Web 2.0 tools that offers a lot of interesting facilities and applications. It, like many other Web 2.0 tools, has potential for teaching and learning because of its unique built-in functions that offer pedagogical, social and technological affordances. As it is stated from detik.com that Google classroom is the most downloaded online learning application during Covid-19 (Rachmatunnisa, 2020). Without any doubt, this phenomenon had significantly replaced the traditional method of teaching but it also created a new adaptation for both teacher and students to learn the new model of teaching and learning. In this paper, the researcher is proposed in the analyzing the shifting from face-to-face learning to distance learning; Google Classroom.

The shifting from face-to-face teaching into virtual class created new challenges and effects. Besides, Online learning environments can offer learners opportunities for flexibility, interaction and collaboration (Gedera, Williams & Wright, 2013). Its flexibilities allowed both teachers and students to have choices about how and where they can spend their time learning (Greenhow, Robelia & Hughes, 2009). In some points, it is important to be recorded that blended learning such distance learning also produces uncertain result of students' learning process. Students' learning experiences and responses toward distance learning is urgently needed to be known and investigated. Moreover, e-learning Advisory Group (2004) accentuate that technology does not offer a complete solution for a transformative education; rather the practitioners should concentrate on the potentials and uses educational technologies offer individuals to enhance their performance and also the limitations of these technologies that hinder their performance.

In some points, the researcher would like to find out how students' responses in the application of distance learning during the pandemic. Students' learning achievement, progresses and experiences were recorded to measure how effective distance learning

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applied comparing to face-to-face learning. Technology such as the virtual classroom is becoming increasing popular (Flatley, 2007; Gilmore & Warren, 2007 In either case, these electronic 'conversations' can be recorded verbatim by the software (Gilmore & Warren, 2007). Albeit outside of the Virtual classroom, Barnes, Perziosi, and Gooden (2004) examined students preferences of eight online course delivery methods, which are relevant to this study: (a) bulletin board (text-based forum for discussion and questions; asynchronous); (b) case studies (written assignments submitted via email); (c) chat room (text-based real-time discussions with students and professor); (d) exams submitted on line; (e) lecture (text-based lecture notes posted on bulletin boards); (f) PowerPoint presentations (available online or for downloading); (g) web site links; and (h) written research papers/projects (submitted via email).

Students' Responses to the distance learning

Robb (2010) study stated teachers in the study indicated that their self-evaluation of basic computing skills are generally high but their frequency of using computer applications is very limited to few types of applications such as word processing. Distance learning created a new atmosphere and different learning environment to both learner and teacher. The need of the teacher to be able to design a virtual learning material, create a new methodology of teaching through application and provide self-assessment and evaluation were important. Moreoever, Self-assessment should be a major component of online distance education (Robles & Braathen, 2002).

According to Oxford Advanced Learner's Dictionary (1995), response is an action or feeling produced in answer to something. In other definition, Dunkin (1987) explained that it is a power who defines response as any verbal or non-verbal act designed to fulfill the expectations implicit in the questions, commands or requests of others. Related to this study, the researcher narrowed the students responses into their learning experience toward the distance learning. Digital response system of the students during the learning became the focus of this study. The distance learning tool used by the lecturer and students was a google classroom.

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RESEARCH METHOD

Google classroom was chosen as the tool to employ in this research since it provides online course management which contains learning sources such as comprehensive assessment and learning sources or materials (Thorne, 2003). The following study used a qualitative research method which students' responses, experiences and learning performance were mainly the analyzed and described in a form of questionnaire. After 11 meetings of distance learning using Google classroom, the students were asked to give their responses towards their learning progresses and the shifting of learning. 30 samples of the university Muhammadiyah Tangerang (UMT) students were taken from the population of semester 6 Faculty of teacher training, English department.

RESULTS AND DISCUSSION

This study showed different result of the students' responses toward distance learning. All of the student's responses proved that there were advantages and weaknesses in implementing distance learning. 37,9% of sample from students' responses had a positive impact that the capability of managing time schedule for learning. Moreover, 31% from the sample showed that distance learning taught me to be selective using references and sources in learning but the flexibility of distance learning did not bring the students into a better understanding. It showed that 43,3 % number of sample strongly disagree to the use of distance learning and the other 24, 1% from sample disagree. This phenomenon showed that online teaching and learning is not as good as face-to-face learning or direct teaching. This situation happened because almost 50% from population had difficulty to communicate with the teacher online. Direct communication awith face-to-face meeting is more effective than a virtual communication. In addition, 51,6% of students gadget or smartphones were not compatible to use to access the application. As a result, 41,9% sample from population decided to be a neutral due to the distance learning and 50% from

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samples agreed that Google Classroom application was really helpful during the pandemic for distance learning.

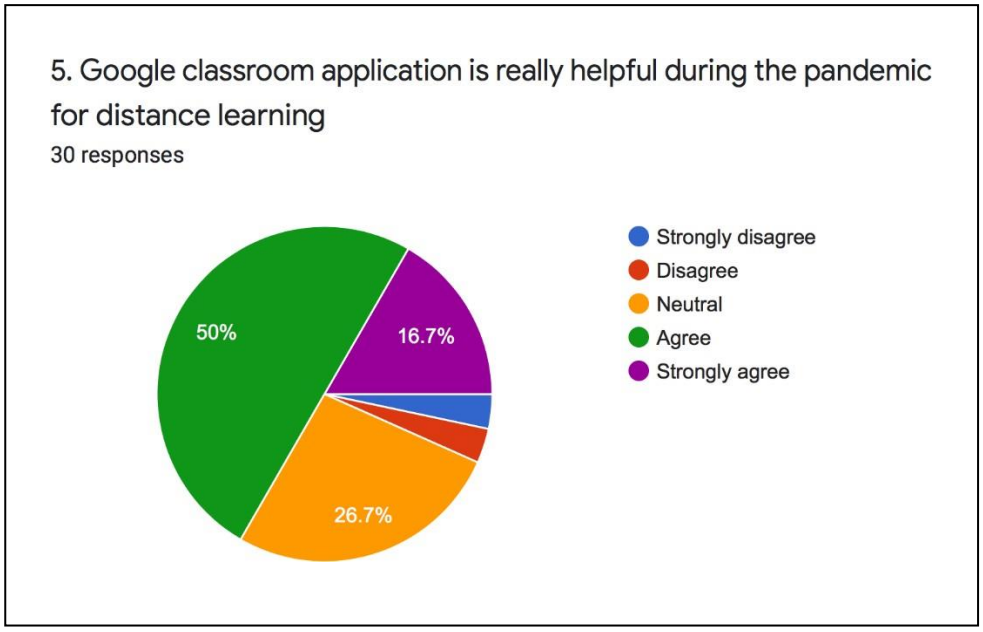

Figure 1. Students responses to Google Classroom

CONCLUSION

From the findings and discussion of distance learning, weaknesses were found in some areas. First, distance learning needs compatible devices to support the learning. Second, stable internet connection and provider support effective teaching and learning. Third, its flexibility and convenience in learning made better students become autonomous learners. Fourth, students' preferences to face-to-face learning had most numbers of responses. Moreover, better teaching and learning needed face-to-face learning activities that cannot be replaced by virtual or online learning platform. Fifth, teachers' syllabus design and contents of materials should be relevant and interesting.

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