

COMPULSORY ENGLISH ONLINE LEARNING PRACTICES IN MELAWI REGENCY; IMPLEMENTATIONS, CHALLENGES AND POTENTIALS FOR FUTURE IMPROVEMENT

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Abstrak

Penelitian ini bertujuan untuk mengetahui praktik pembelajaran online di perkotaan dan pedesaan di Kabupaten Melawi. Penelitian ini melibatkan sekolah-sekolah yang berada di daerah perkotaan dan pedesaan. Penelitian ini menggunakan jenis penelitian deskriptif dengan pendekatan kualitatif. Pengumpulan data menggunakan wawancara semi terstruktur, dengan alat wawancara menggunakan pedoman wawancara. Dalam penelitian ini ada 3 sekolah yang terlibat, dimana 2 sekolah berada di perkotaan, 1 sekolah berada di pedesaan, masing-masing sekolah memiliki 5 informan, jumlah informan 15 orang, terdiri dari 1 kepala sekolah, 2 guru bahasa Inggris, dan 2 siswa. Temuan penelitian ini menunjukkan proses praktik pembelajaran online yang ada di perkotaan dan pedesaan. Selanjutnya, analisis tematik dan analisis lintas kasus yang digunakan menunjukkan bahwa penerapan pembelajaran online memiliki perbedaan pada setiap penerapan di 3 sekolah di perkotaan dan pedesaan, yaitu menggunakan full online learning dan hybrid learning yaitu mode online dan offline, kendala yang dihadapi adalah keterbatasan fasilitas, kestabilan jaringan internet dan menurunnya minat belajar siswa. Potensi perbaikan ke depan harapannya dukungan dari pemerintah untuk memperbaiki kendala yang dihadapi dalam pembelajaran online di pedesaan dan perkotaan di Kabupaten Melawi.

Kata Kunci: Praktik Pembelajaran Online, Implementasi Pembelajaran Online, Covid-19, Pedesaan dan Perkotaan.

Abstract

This study aims to determine the practice of online learning in urban and rural areas in Melawi Regency. This study involved schools located in urban and rural areas. This study uses a descriptive type of research with a qualitative approach. Collecting data using semi-structured interviews, with interview tools using interview guidelines. In this study there were 3 schools involved, where 2 schools were in urban areas, 1 school was in rural areas, each school had 5 informants, the number of informants was 15 people, consisting of 1 principal, 2 English teachers, and 2 students. The findings of this study indicate the process of online learning practices that exist in urban and rural areas. Furthermore, the thematic analysis and cross-case analysis used show that the application of online learning has differences in each application in 3 schools in urban and rural areas, namely using full online learning and hybrid learning, namely online and offline modes, the obstacles faced are limited facilities, stability internet network and decreased student interest in learning. The potential for future improvements is the hope of support from the government to improve the obstacles faced in online learning in rural and urban areas in Melawi Regency.

Keywords: Online Learning Practice, Implementation of Online Learning, Covid-19, Rural and Urban area.

INTRODUCTION

The case of corona virus disease or known as Covid-19 has become a global pandemic since March 2020. The massive spread of corona virus forces social distancing policy or was introduced as physical distancing to minimize the space of Covid-19. So, this policy is strived to slow down the spread of the Coronavirus in the community. It has a big impact

on various sectors of life, especially education. According to UNESCO, (2020a) schools are closed in many countries due to a public health emergency. Until the first April 2020, UNESCO recorded at least 1.5 billion school-age children who couldn't attend school due to the impact of Covid-19 in 188 countries, including 60 million of them is in Indonesia. This condition makes every country work hard to find students' solutions to keep learning and fulfill their educational rights.

The Ministry of Education and Culture of Indonesia responds with educational policies mentioned in the Circular Letter of Ministry of Education and Indonesia Number 4, 2020. One of the guidelines is that during the spread of coronavirus disease (Covid-19), teaching and learning in all levels of education will be done at home by online learning. This policy forces all of the teachers in Indonesia to make the transition of the way they teach from face-to-face learning to online learning.

Therefore, the learning system began to shift from blended learning to the latest learning process with the help of technology. Schools and teachers are obliged to design media and digital learning strategies to create a more effective and applicable learning environment. Through the benefits of social media and various platforms, students and teachers have the opportunity to optimize the learning process. Teachers must familiarize themselves with teaching by utilizing complex online media that are packaged effectively, easily accessible, and understood by students. Educational technology continues to represent a dominating culture, therefore limiting individuals who are not included in the dominating culture (Oswal & Meloncon, 2014). This is a challenge for all teachers, especially English teachers because language is learning that requires mastery of skills so that it becomes difficult in designing online classroom learning activities.

The ability of teachers to innovate in designing, developing learning strategies, and choosing the best applications according to materials and technique will support their success in implementing online learning in the Covid-19 pandemic situation. Creativity is the key to a teacher's success in being able to motivate and support students to stay enthusiastic in online learning and not become a psychological burden. Ideally, a teacher is able to support, create, design models, and develop learning strategies in accordance with the character of students in their school. Teacher readiness and availability of adequate facilities to support the success of online learning in cities and in remote areas, especially in Melawi regency.

Nevertheless, the success of the application of online learning is influenced by various things including the availability of supporting facilities and the readiness of teachers and students to utilize existing facilities for the implemented of online learning. According to (Akanbi, 2020) the availability and utilization of Online learning facilities in the teaching-learning process have been an issue that needs to be assessed in order to determine the extent to which Online learning facilities have impacted knowledge delivery and how much of these facilities are available in teaching and learning. For schools that are supported by complete supporting facilities such as internet access, electricity, adequate teacher and student readiness, of course the implementation of online learning will not be difficult. In fact, in Indonesia, the availability of supporting facilities and the readiness of teachers and students to carry out online learning varies widely. Online learning is a challenge for schools in remote areas. One of them is in areas that have variations in the availability of facilities and the readiness of teachers and students in online learning in the Melawi Regency.

In light of the discussion above, the researcher decide to investigate the implementation, challenges and need for future improvement of English teacher in designing online learning. Therefore, the researcher decided to conduct research which aims to investigate Compulsory English Online Learning Practices, Implementations, Challenges, and Potentials for Future Improvement in Melawi Regency. This research should be carried out as a basis for decision makers to design improvements in the implementation of future Online Learning in Melawi regency, especially schools that are involved in this research. This study aims to describe the practice of online learning in schools that are involved in a more complementary and systematic manner according to the rules of scientific research.

METHODOLOGY

Research Design

The research design to be carried out in this research is a *Multiple-case study*. *Multiple-case study* is a research methodology in which several instrumental, bounded cases are examined using multiple data collection methods. This research methodology is more powerful than single-case designs as it provides more extensive descriptions and explanations of the phenomenon or issue. In this study, researchers applied a qualitative descriptive method. In qualitative research, the researcher investigates about learning <https://jurnal.fpbs.ikipgriptk.ac.id/index.php/jelte>

English online and collects data that shows the importance of the depth and detail of the data being studied. Qualitative research methods have fewer objects than quantitative research because they prioritize data intensity, not data quantity.

Qualitative method is a method that is carried out in its entirety on research subjects where there is an event in which the researcher becomes a key instrument in the research. According to Sugiyono, (2017:9) Qualitative methods are used to obtain in-depth data, data that contains meaning. Meaning is actual data; definite data is a visible data value. Therefore, in qualitative research there is no generalization but emphasizes more on meaning. In this study, the researcher uses a methodology of multiple-case study and applied a qualitative descriptive approach to investigate implementation of English online learning practices.

Subject of Research

The subjects of this study involved 3 schools in Melawi Regency, where the three schools have access to the internet network and adequate and inadequate facilities. The schools selected in this study are schools that have criteria in the application of online learning such as well-adequate internet network facilities and access as well as schools with less-adequate facilities of online learning support and internet network access in Melawi Regency. Respondents in this study were the Principal, Teachers, and Students. Of the three schools, each respondent school involved at least 5 people in each school, namely 1 school principal, 2 English teachers, and 2 students. In this study, schools were selected using the purposive selection method. According to Notoatmodjo in (Hidayatt 2017) the definition is: sampling based on certain considerations such as population characteristics or previously known characteristics. In this study, one school has limited access and two schools can be said to have adequate access.

Table 1 The following is list of school selected:

No.	Name of School	District	Online Learning Facilities
1	SCH-MA1	Kabupaten Melawi Kecamatan Nanga Pinoh	Well-adequated
2	SCH-MP1	Kabupaten Melawi Kecamatan Nanga Pinoh	Well-adequated
3	SCH-MP2	Kabupaten Melawi Kecamatan Menukung	Less-adequated

Technique of Data Collection

To reply to the issues defined in this study, it is fundamental to get information that promotes the aim by utilizing appropriate data collection techniques and tools. In <https://jurnal.fpbs.ikipgriptk.ac.id/index.php/jelte>

collecting data, the researcher used direct communication *semi structured-interview* techniques. Direct communication *semi structured-interview* is a communication process that is carried out directly or face to face. A semi-structured interview is suitable for finding previously unknown qualitative trends and issues, explore new areas of the research interest, and in phenomenon studies (Rahman, 2019). Direct communication techniques are data taken by researchers without middle people, within the form of instruments that are already accessible or tools made for this reason. In this study, technique of data collection was carried out in the phenomenon personal interview.

Tool of Data Collection

Tool of Data collection are tools used by researchers to collect data. In this study, the researcher will use *interview guidance* through the interview procedures and open-ended questions that have been prepared as a tool to collect data related to the problem to be investigated by the researcher (Adhabi & Anozie, 2017). In this study, researchers will collect data through guidance interviews and determine their relevance, so that they can explore and get information that is hidden in someone's mind, especially about the practice of compulsory English learning practice.

Technique of Data Analysis

Techniques of data analysis are methods of processing data into information. When conducting research, we need to analyze data so that it is easy to understand. Data analysis is also needed so that we get a solution to the research problem that is currently being worked on. In this study, data processing through interview, after the interview the researcher transcribed the results of the interviews by recording them with a recording device and then analyzed the data using thematic analysis and cross-case analysis.

Interview is a direct communication activity to obtain information. The form of information obtained can be in the form of written transcripts and forms of audio-visual recordings. According to Sugiyono (2017:231), an interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a certain topic. Interviews provide researchers with a way to gain a deeper understanding of how online learning practices. Interviews are used to collect data from school leaders, teachers, and students. Researchers will ask the opinion of school leaders, teachers, and students about the practice of online compulsory English learning starting from implementation, challenges, and potential improvements. The purpose of the interview is to understand more deeply about school leaders, teachers, and students in

online learning practices. In this study, the interview technique used *semi structure-interview* direct communication and provided open-ended questions to the informants.

Thematic analysis is a form of qualitative data analysis that emphasizes the identification, analysis and interpretation of meaning patterns in qualitative research data. According to Braun & Clarke, (Heriyanto, 2018) Thematic analysis is a way of analyzing data with the aim of identifying patterns or finding themes through data collected by researchers. Data obtained from in-depth interviews or semi-structured interviews will be carried out in this study. This data analysis technique aims to explore what actually happens in a phenomenon. In this study, thematic analysis is used to identify patterns of events that occur in schools in Melawi Regency that are involved in research on the practice of online compulsory English learning starting from implementation, challenges, and potential for future improvements.

In the cross-case analysis the researcher expanded the viewpoint to bring together themes and constructs developed from the notes of teachers and leaders in each of the three schools. The processes involved collect, compare and differentiate the constructs and themes developed from each school case together as a way to generate 'new knowledge and understanding of the problem being investigated' (Khan & VanWynsberghe, 2008). (Khan & VanWynsberghe, 2008) suggest cross-case analysis is one of the best ways to achieve this. They believe that cross-case analysis can mobilize knowledge from individual case studies to a wider range of case studies. In this study, cross-case analysis allows researcher to understand the differences and similarities regarding the practice of online compulsory English learning starting from the implementation, challenges, and potential future improvements of the three schools in Melawi regency. In this study, cross-case analysis allows researchers to understand the differences and similarities about the practice of online compulsory English learning starting from implementation, challenges, and potential for future improvements in the three schools in Melawi Regency.

Research Procedure

To reach the objectives of this study, researcher need to follow a procedure which is divided into 4 parts namely planning, data collection process, data processing, and data reporting as follows: (1) Planning, The research plan is the main part of the research in explaining the research proposed by the main researcher and outlining the initial thinking about the research in a logical and concise manner. In this study, research planning refers to the initial steps of the researcher to determine the research topic and states the

importance of this research to find out the practice of online compulsory English learning starting from implementation, challenges, and potential improvements in the future. (2) Data Collecting Process, The data collection process is a technique or methods that can be used by researchers for data collection. In this study, data collection using techniques or methods that can be used by researchers for data collection is by interview. In this case the researcher can collect information through the research instrument that had been prepared, the data required from each respondent was recorded. The information obtained from the recording will be transcribed to facilitate the analysis process. (3) Data Processing, Analysis is an activity that investigates an event under study which is a deeper discussion. According to (Heriyanto, 2018) Some of the stages in carrying out this data analysis are more or less the same as other qualitative analysis techniques, for example, the earliest stage is carried out, namely understanding the data that has been obtained, after that compiling code to make it easier to obtain data, and writing a theme that fits the purpose research. In this study, using thematic analysis and cross-case study analysis. Interpretation is a form of activity to interpret a result of an analysis with various questions, answers, or a certain standard in order to create a meaning from the existence of data that has been collected by researchers in order to find an answer to a problem is in a study which is currently being improved. In this study, interpretation is carried out to provide an interpretation of the results of research analysis on the implementation of English online learning practices. (4) Reporting data is a record that provides information about certain activities. In this study, data reporting is needed to find out the accountability report for research activities that have been undertaken, containing procedures, processes, and systematic results of research and analysis results in online compulsory English learning practice research starting from implementation, challenges, and potential for future improvements.

FINDINGS AND DISCUSSION

Findings

In this subsection, the findings regarding the implementations of online learning in rural and urban schools during the Covid-19 pandemic were reported. The implementation of online learning in rural and urban schools are presented respectively in point a and b.

a. Implementation of Online Learning in Rural Schools

Overall, the rural schools that the researchers involved in this study had not implemented online learning as mandated by Ministry of Education. The case study school in the rural area, which was named as SCH-MP2 school, cannot implement online learning because they did not have internet access and adequate supporting facilities such as computers, printers, and electricity. With such situation, the school implemented *Learning from Home (LfH)*. Learning from Home is done by the teacher giving assignments and materials to students once a week in the form of print out and portfolio. Then the teaching and learning process they do with the situation of students coming to school to pick up and deliver assignments and materials that the teacher has prepared, students bring home and learn from their respective homes. Learning from Home Activities aimed to support online learning activities in helping the delivery of learning materials to students, especially in rural areas where access roads to schools during the rainy season are muddy because the roads are not paved. Therefore, this school implemented learning from home as a substitute for online learning for rural areas, as stated by the Principal JER below:

"In this school we apply that is by learning from home because considering that there is no internet network here, electricity only uses solar power and even then it is only limited depending on the weather. Therefore, as the school, the school took the decision to support the government's recommendation, such as online learning, so the right solution for the conditions at this school is learning from home."

The report from school principal above was also supported by English teachers and students in the school. In this respect, they reported that online learning could not be implemented in their school, due to the lack of online learning supporting facilities. To carry out learning, they reported that they applied learning system from home system.

b. Implementation of Online Learning in Urban Schools

To collect data, two urban schools were involved, which were named SCH-MA1 and SCH-MP1. Data analysis suggested that the implementations of online learning in these two urban schools were carried out in different ways. SCH-MA1 school implemented full online learning in the form of both *synchronous and asynchronous learning*. Meanwhile, the school SCH-MP1 implemented the *Blended/hybrid-*

asynchronous learning system, where this school uses offline and online learning modes.

Full online learning application

SCH-MA1 schools, which applied full online learning, carried out online learning using *WhatsApp Group* and *Google classroom*. The process of using *WhatsApp Group* and *Google classroom* carried out by the school is that the teacher sends the classroom code to the *WhatsApp group* every day for students to join the class, and the class on the Google Classroom is deleted after learning ends so that the next day the teacher and students do the same thing. During the online learning process, students follow and do assignments and understand the material provided by the teacher. This is supported by the statement of the Principal of SCH-MA1 by Mr. SHR which states that:

"We implement online learning in schools through the Google classroom application and WhatsApp Group, because these applications are easily accessible and understood by teachers and students in the online learning process, in the teaching process each teacher sends the google classroom code in the whatsapp group and is accessed by students to join every the class code is always updated by the teacher to find out the number of students who enter the class. Student behavior during class, students follow and do assignments and understand the material given by the subject teacher."

This principal's report was also in line with what the English teacher at the school, who reported:

"In the assessment process during online learning we use the direct assessment method, if the assignment is given to students through electronic media such as google classroom, we have set the system on google classroom and will get grades automatically. So by easily operating the application, we can make online learning easy to apply."

Hybrid learning application

In contrast with SCH-MA1 school, which applied full online learning, as reported above, even though being in urban area, SCH-MP1 school carried out online learning in different ways. The data analysis revealed that SCH-MP1 applied online learning in the form of *Blended/hybrid-asynchronous* learning systems. Such learning system combined online and offline modes. Where students who have smartphones in online

mode, teachers use the Google Classroom application to teach online, teachers provide assignments and materials through the media to implement online learning during a pandemic like this and students continue to do assignments and study at their respective homes, but students still come to school. to deliver the work they do at home. Meanwhile, for students who do not have smartphones and have no time to study online, teachers and students apply offline learning but by using a limited and short time that has been determined by the school, therefore the factor of students who do not have smartphones and time to online learning, namely the economic factor of students who are lacking and the factor of students who are working, In this case the school applies Blended Learning because there are some students who do not have cellphones and there are some students who have cellphones, therefore the school applies online and offline learning models. This is supported by the statement of the Principal of SCH-MP1 which states that:

"The process of implementing online learning at this school applies online and offline classes, for online learning using whatsapp groups and there are teachers who use google classroom, this online model is for students who have cellphones, but for a number of students who don't have cellphones, the school make policies for students to be able to take assignments at school after that they are done at home and given the opportunity to learn about 10-20 minutes for the teacher to give materials and assignments to students "

The same thing was expressed by SCH-MP1 students who stated that for online learning so far what teachers have applied is to use Google classroom or WhatsApp Group for online learning, but for students who do not have mobile phones due to economic factors and most of them are working in other people's places, namely the teacher applies offline learning and uses limited time so that assignments and materials are made in the form of a portfolio that has been prepared and given directly by the teacher

Based on the findings of the researchers in this section, the researchers found differences in the implementation of online learning in urban areas. At the School SCH-MA1, researchers found that the online learning application system at this school uses full online and can be said to be like *synchronous and asynchronous learning*, while at the school SCH-MP1 the online learning system applied is *blended learning*, there are a

number of students who cannot participate online learning because they do not have a cellphone and a place to live in their workplace.

DISCUSSION

The results show that the process of implementing online learning in schools in rural and urban areas is very different. Overall, the implementation of online learning is a learning process that must be connected to a strong and stable internet so that the process of delivering teaching materials and materials can be carried out properly. This is in line with what was stated by (Noveandini & Wulandri, 2010) Online learning is a type of teaching and learning that allows the delivery of teaching materials to learners using Internet network media, Intranets or other computer network media. Based on the results of the study, researcher found only one school that could implement online learning well. The results of this study indicate that schools in rural areas have not been able to carry out online learning well. The implementation of online learning in rural schools as explained by the principal, English teacher and students is carried out with a learning system from home.

Furthermore, the results of research in urban schools are also not fully able to carry out online learning as it should. This can be seen from the findings of researchers in urban schools which were also explained by principals, English teachers, and students in each school so that the results showed that there were schools that could carry out online learning in full and some could only apply the model. Mixed learning such as online and offline. Based on the results of this study, it shows that schools in rural and urban areas have tried to implement online learning, but this is not going according to school expectations because there are many obstacles in the implementation process.

CONCLUSION

Based on the findings and discussion of the data, the researcher obtained conclusions that can be drawn from research on the implementation of online learning in rural and urban areas, careful aspects include the process of implementing online learning.

In the process of implementing online learning in urban areas, the learning system used is using media platforms such as in Google Classroom and WhatsApp groups. With this media, the online learning process in urban areas is running quite well, and is supported by sufficient internet access, complete facilities, and 24 hours of electricity.

Whereas in rural areas the online learning process is difficult to implement due to limited school facilities, internet access, and electricity which is limited and depends on the weather because it uses solar power resources. Therefore, the online learning system in rural areas is used with the method of learning from home.

Based on the above discussion that in order for the online learning process to take place, it must have adequate facilities and be able to support the online learning process. The role of teachers and students is also a big influence for the ongoing learning process, especially in online learning. Therefore, to realize the online learning process, it is necessary to have adequate internet access, adequate facilities and collaboration between teachers and students to support online learning to run smoothly.

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