

# COMPULSORY ENGLISH ONLINE LEARNING PRACTICES IN KAPUAS HULU REGENCY

**Olivia Ellasari Bua'a**

*IKIP-PGRI Pontianak, Indonesia*

*E-mail: oliviaellasari27@gmail.com*

## Abstrak

Penelitian ini bertujuan untuk mengevaluasi praktik pembelajaran online yang dilakukan sekolah pada masa pandemi COVID-19 di Kabupaten Kapuas Hulu. Hasil penelitian ini diharapkan dapat memberikan gambaran tentang pelaksanaan pembelajaran online yang dapat dilaksanakan kedepannya agar dapat berjalan dengan baik. Penelitian ini dilakukan dengan menggunakan pendekatan kualitatif deskriptif dengan melibatkan 4 sekolah yang tersebar di Kabupaten Kapuas Hulu, yaitu dengan dua konteks sekolah yang berada di pedesaan dan perkotaan. Dalam penelitian ini melibatkan empat sekolah menengah yang meliputi dua kecamatan yang berbeda, yaitu Kecamatan Bika dan Kecamatan Putussibau Selatan. Analisis data yang digunakan dalam penelitian ini adalah deskriptif kualitatif, dengan menggunakan teknik analisis tematik dan analisis lintas kasus. Hasil penelitian ini berupa rekomendasi perbaikan penerapan model pembelajaran online kedepannya dengan mempertimbangkan hasil evaluasi praktik pembelajaran online yang telah dilaksanakan dalam pelaksanaan pembelajaran online.

**Kata Kunci:** Praktik Pembelajaran Online, Peningkatan Sekolah, Pembelajaran Bahasa Inggris

## Abstract

*This study aims to evaluate online learning practices carried out by schools during the COVID-19 pandemic in Kapuas Hulu Regency. The results of this study are expected to provide an overview of the implementation of online learning that can be carried out in the future so that it can run properly. This research was conducted using a descriptive qualitative approach involving 4 schools spread across Kapuas Hulu Regency, namely with two school contexts located in rural and urban areas. In this study, four secondary schools were involved which included two different sub-districts, namely Bika District and South Putussibau District. The data analysis used in this research is descriptive qualitative, using thematic analysis and cross-case analysis techniques. The results of this study are in the form of recommendations for improving the application of online learning models in the future by considering the results of the evaluation of online learning practices that have been implemented in implementing online learning.*

**Keywords:** Online Learning Practice, School Improvement, English Learning

## 1. INTRODUCTION

Currently, countries in the world are facing the COVID-19 epidemic or the coronavirus, which spread to multiple countries around the world at the same time (see: Roxby, 2020). Over time, the number of cases infected with the coronavirus has increased significantly, including in Indonesia. The World Health Organization (WHO) declared

COVID-19 as a global public health emergency of international concern on 30th January 2020 as well as a pandemic on 11th March 2020 (Cucinotta & Vanelli, 2020). To address such a situation, the Indonesian government has adopted a lockdown policy to break the chain of spreading COVID-19. Consequently, schools, colleges, and universities across the globe shut down, and are ordered to perform online learning by the central government. Such policy has made the learning process in schools, which had been growing slowly, becomes even more challenging (see: Bahasoan et al., 2020). Almost all education level in Indonesia is currently carrying out an online-based learning process.

Online learning refers to “the learning experienced through the internet” either in the synchronous or asynchronous environment where students engage with instructors and other students at their convenient time and place (Singh & Thurman, 2019, p. 302). Epignonis (2014) states that the first e-learning programs were on information sharing without enough interaction among the students. Technology-based e-learning includes the use of the internet and other vital technologies to create learning materials, teach learners, and also regulate courses in an organization. It means that the role of technology is significant to support the learning process, especially in pandemics today that a face-to-face learning process can not conduct. If it is implemented properly, online-based learning might be very helpful for schools to keep carrying out their learning during the pandemic, without having to meet face to face, between teachers and students. For schools equipped with adequate supporting online facilities, such as internet access and power, performing online learning would not be a big deal to do. However, for areas where learning facilities, teachers, and students vary from place to place, the practice of online learning becomes challenging.

Many schools have implemented an online learning process, especially in learning English. They use applications available on the internet for their needs in the learning process, electronic learning is a new thing for schools in rural areas. Every school, both in urban and rural areas, must have its challenges and obstacles in implementing online learning. As Simamora (2020) said, in practice, many schools cannot move the curriculum online, due to the fact there is no, or not enough infrastructure to do it. If schools can flow online studying, many students will not have the capability to get the right of entry to them on an ongoing basis due to the fact they do not have laptops, facts costs are too high, internet access is insufficient and internet quotas are insufficient. Many studies have been conducted by researchers related

to online learning in implementation, challenges, and potential improvements in the future. A study conducted by Bestiantono, et al. (2020) namely examining the attitudes of Pakistan higher education students towards digital compulsory education programs and university distance learning amid the Coronavirus (COVID-19). This research was conducted to find their perspective on online education in Pakistan. The study findings in this study highlight that online learning cannot produce the desired results in underdeveloped countries like Pakistan, where most students cannot access the internet due to technical and monetary problems. Lack of face-to-face interaction with instructors, response times, and the absence of traditional classroom outreach are some of the other problems that college students highlight.

Another study was carried out by Simamora (2020), in which third world countries such as Pakistan are the most affected because they are not equipped for online education at any stage during the COVID-19 pandemic. The findings in this study highlight barrier to online education in Pakistan over the COVID-19 range and offer systematic solutions on how to tackle and resolve these changes in the future in the event of a new crisis. From those previous studies, there have been several studies conducted at schools or universities, in particular, to find out how the online learning process takes place. They conduct research where it is easy to meet the participants and they also research by doing face-to-face activities. One area that has implemented an online learning policy is in Kapuas Hulu District. Due to the vastness of this district, many schools are scattered in various regions, ranging from cities with adequate and complete online learning facilities to remote areas that have limited or inadequate facilities to support online learning. Therefore, online learning has the potential to be applied differently in each of these schools.

The implementation of online learning in rural and urban schools that cannot be implemented by certain schools creates many obstacles that cause the implementation of online learning to not work properly. Therefore, it is hoped that this research can provide an overview of the implementation of online learning that can be carried out in the future so that it can run properly.

## **2. RESEARCH METHOD**

### **Research Design**

The design of this research is a multiple case study research. In this research, multiple case study by using qualitative descriptive approach is adjusted to examine the condition of online learning practices in schools on the natural situation with different context (case). A multiple case study enables the researcher to explore differences within and between cases. The goal is to replicate findings across cases. Because comparisons will be drawn, the cases must be chosen carefully so that the researcher can predict similar results across cases, or predict contrasting results based on a theory (Yin, 2003: 53). In this regard, the online learning practices will be investigated from two contexts; rural and urban schools. Therefore, based on this explanation, a double case study is by the research to be carried out by the researcher. In this case, online learning practices was studied from two contexts; rural and urban schools.

### **Population and Sample**

In this study, researchers involved four schools in Kapuas Hulu Regency with two contexts, namely rural and urban schools. The selection of schools in this study used a purposive selection method. Purposive selection is a sampling technique while multiple regression will be used as a data analysis tool. According to Notoatmodjo (2010: 124), purposive selection is based on certain considerations such as population characteristics or previously known characteristics. Purposive selection will be used in this study based on the criteria of the selected school. Then, this study involved a total of 18 respondents in four schools which included the principal, English teacher, and students. The sample was selected based on their position in school, English teacher, and students who are active in school.

### **Tool of Data Collection**

Collecting data in this study using a qualitative approach. The qualitative inquiry seeks to understand and interpret human and social behavior as shared by participants in certain social settings (Ary, et al. 2010: 420). To answer the problems formulated in this study, it is necessary to obtain data that supports the objectives by using appropriate data collection techniques and tools. Data collection in this study was carried out through interviews. In collecting data, researchers used direct communication techniques in the form of a semi-

structured interview. Direct communication techniques are data taken by researchers without intermediaries, in the form of tools that are already available or tools made for this purpose. A semi-structured interview is part of the qualitative data collection technique (Rahman, 2019). Semi-structured interviews are interviews that take place referring to a series of open-ended questions. This method allows new questions to emerge because of the answers given by the speakers so that during the session, more in-depth information can be extracted (Alijoyo et al., 2009). Data collection in this study was carried out through interview personal through the results of the combined efforts of seeing, listening, and asking questions. In this study, researchers used interview guidance through interview procedures and open-ended interviews in which the questions have been structured as a tool to collect data related to the problems to be investigated by the researcher.

### **Technique of Data Analysis**

To analyze the data collected in this study, qualitative data analysis was used, namely using thematic analysis and cross-case analysis. Thematic analysis was used to analyze the answers of the respondents, namely the Principal, English Teacher, and Students. Meanwhile, cross-case analysis was used to compare the findings obtained from each case, as well as the integration process between cases. As mentioned Cruzes & Runeson (2015), a cross-case analysis is a method that facilitates the comparison of commonalities and differences in the events, activities, and processes; the units of analyses in case studies. The term cross-case analysis is sometimes used as a general umbrella term for the analysis of two or more case studies to produce a synthesized outcome (Khan and VanWynsberghe 2008).

In general, Ragin (1997 in Khan and Wynsberghe, 2008: p. 4-5) present two approaches for cross-case analysis, namely variable-oriented case study and case-oriented case study. Ragin explains that in variable-oriented research, variables take center stage; that is, the outcome observed in the cases varies across observations, and causes appear to compete with one another. This approach's main goal is to explain why selected cases vary to one another. However, Khan and Wynsberghe (2008: p. 5) argue that variable-oriented approaches to cross-case analysis are a challenge to conduct because fair comparisons are difficult to achieve and the multitude of factors that are associated with social phenomena are often too numerous to disentangle. Ragin (1997 in Khan and Wynsberghe, 2008: p. 4-5) described that the central

question of interest to the case-oriented researcher is in what ways the cases are alike. In this cross-case analysis using variable-oriented research. This mode of analysis allows me to broaden my perspective to bring together themes and constructs developed from reports of leaders, teachers, and students in online learning practices.

### **3. RESEARCH FINDINGS AND DISCUSSION**

#### **Implementation of Online Learning in Rural and Urban Schools**

##### *Rural Schools*

The findings below are the results of the analysis obtained from two contexts, namely rural and urban schools. Data analysis in this study shows that online learning practices carried out by schools have not run optimally, especially in rural schools. The application of online learning in rural schools has actually been tried. The implementation of online learning that has been tried is using the ZOOM Meeting application, Google Form, Google Classroom, and Whatapp, but this does not work as expected. Therefore, rural schools combine online and offline learning but only use Whatsapp. The implementation of online learning that has been tried to do is by using ZOOM Meeting, Google Classroom, and Google Forms when it was used to deliver material but the process carried out at this rural school did not last long, so it was made by providing materials and collecting assignments only through Whatsapp. For this offline application, still by implementing strict health protocols, students are informed through their respective class whatsapp groups to come to school to pick up materials and collect assignments at offline meetings.

Therefore, based on the results of this study indicate that the system applied by rural schools is a Blended/hybrid-asynchronous system. Then, for the assessment of assignments, tests are carried out sometimes via Whatsapp and sometimes also informed via Whatsapp but the implementation comes to school with a short time limit. Furthermore, the implementation of online and offline learning carried out in rural schools is not like the meetings in the pre-Covid-19 period, namely free face-to-face meetings, but now the implementation is carried out very briefly, namely 45 minutes for one subject teacher.

### *Urban Schools*

Meanwhile, schools in urban areas based on fact analysis data have implemented online learning. Some implementations of online learning in urban schools have implemented full online and some have not implemented online learning optimally. Urban schools that have implemented full online have implemented several applications, namely using the ZOOM Meeting, Google Meet, Google Form, and Whatsapp applications. The provision of material is sometimes delivered through ZOOM Meeting and sometimes through Google Meet, but it is up to each teacher to use what application they think is comfortable to apply to students. As for the daily assignments and tests, they are given via WhatsApp and exams are given via Google Form. The online learning that is applied has a time limit of 45 minutes for each teacher in the field of study. This 45 minute time includes the provision of material, questions and answers, and assignment. In implementing this online learning, the teacher always gives feedback to the students to see how far the students' understanding is by asking questions or assignments.

However, it should be noted that the results of this study also show that not all urban schools can apply the same thing, there are also implementations in urban schools that have not implemented online learning properly, which only uses video explanations of material sent via Whatsapp and assignments that are also collected via Whatsapp. In addition, sometimes students have to come to school to pick up and collect assignments, as happens in rural schools. Schools in urban areas that have not been able to fully go online are due to obstacles in their implementation. The implementation time is also the same, namely 45 minutes for each teacher in the field of study. Therefore, the results of this study indicate that the systems implemented by urban schools are asynchronous, synchronous, and blended/hybrid-asynchronous systems.

### **Discussion**

The results showed that the process of implementing online learning in rural and urban schools was very different. Overall, the implementation of online learning is a learning process that must be connected to a strong internet so that it can be implemented properly as well. This is the same as stated by Singh & Thurman (2019, p. 302), Online learning refers to “the learning experienced through the internet” either in the synchronous or asynchronous

environment where students engage with instructors and other students at their convenient time and place. However, based on the results of the study, only schools in urban areas can fully implement online learning, but not all urban schools can implement full online, there are also schools in urban areas that have not been able to fully implement such as schools in rural areas.

As stated by Negash, et al. (2008), this is a blended or hybrid online learning format with occasional presence. In this format, content is delivered through occasional physical meetings between the teacher and student and via online learning technologies for the remainder of the time. This arrangement is a combination of face-to-face and asynchronous online learning. In this format, online communication is used extensively just like the asynchronous format. There is physical presence during the face-to-face portion and no physical or virtual presence during the asynchronous portion. The results of this study indicate that schools in rural areas cannot carry out online learning properly. The implementation of online learning in rural schools as described by the principal, English teacher, and students is carried out by combining online and offline learning. Learning carried out by schools in rural areas is included in the classification of the Blended/hybrid-asynchronous system. The online implementation that did not go as expected was because schools in rural areas encountered many obstacles in their implementation. This is similar to what was stated by Ro'fah, et al. (2020), that most students prefer face-to-face conventional learning to online learning and students also admit to facing many challenges.

Furthermore, the results of research in urban schools are also not all able to carry out online learning properly. This can be seen from the findings in urban schools which are also explained by principals, English teachers, and students in each school so that the results of the study show that there are schools that can carry out full online learning and some can only combine online learning and online learning. offline. Urban schools that can carry out full online learning because they have implemented applications such as ZOOM Meeting, Google Meet, Google Form, and Whatsapp. This application is classified into Asynchronous and Synchronous systems. This is in accordance with what was stated by Negash, et al. (2008), Asynchronous is format the teacher and student do not meet during content delivery and there is no presence, neither physical nor virtual. In this format, the teacher prerecords the content or a task and the student accesses task at a later time. In this situation, the teacher and student



communicate frequently using a number of online learning technologies, while in this synchronous online learning, also referred to as “real-time.” In synchronous online learning, the teacher and student do not meet physically, however, they always meet virtually during content delivery. In this format, online communication is used extensively and the virtual class is mediated by online learning technologies. The technologies used in online learning environments such as “live” audio, “live” video, chat, and instant messaging. In addition, the implementation of full online learning in urban schools is a school that already has complete supporting facilities such as smartphones and laptops that have been provided at schools for use by both teachers and students.

While, in urban schools there are still schools that have not been able to carry out online learning optimally so that they apply systems such as those in rural areas, namely Blended/hybrid-asynchronous because in addition to finding many obstacles they also do not have complete facilities to support online learning. This shows that the implementation of online learning must be supported by sophisticated technology and complete facilities. As Simamora (2020) points out, many schools are unable to move their curriculum online, either because there is no, or inadequate infrastructure to do so. If schools are able to stream online learning, many students do not have the ability to get ongoing entry rights due to not having laptops, the fact that fees are too high, internet access is insufficient and limited internet quota is not enough. Therefore, the results of the study show that schools in rural and urban areas have tried to implement online learning, but this has not worked as expected by schools because of many obstacles in its implementation. In line with that stated by Bestiantono, et al. (2020), online learning cannot provide the desired results in underdeveloped countries, where most students cannot access the internet due to technical and monetary problems.

#### **4. CONCLUSIONS AND SUGGESTIONS**

##### **Conclusions**

The results of this study found about the implementation of online learning that has been carried out by rural and urban schools, which can be seen from how it is implemented, the application is applied, and the time of implementation. Based on the results of data analysis, the implementation of online learning in this study was carried out by different schools, this can be seen by the three classifications applied, namely the Blended/hybrid-

asynchronous, Asynchronous and Synchronous systems. The application of the Blended/hybrid-asynchronous system implemented by schools in rural areas is by combining online and offline learning, where online is only done through Whatsapp, namely providing information related to future learning and then offline this is with a short face-to-face meeting regularly implement strict health protocol rules. Meanwhile, the asynchronous and synchronous systems implemented by urban schools run fully online, namely through ZOOM Meetings, Google Meet, Google Form, and Whatsapp. However, this is not all schools in urban areas use the same system, some use the Blended/hybrid-asynchronous system as implemented in rural schools because of the obstacles found. Therefore, the conclusion of this study is that the implementation of online learning is carried out with a different system and in accordance with the conditions of the school and whether it has met the required facilities or not. Then, online implementation can be applied if the understanding of technology is really mastered and school infrastructure is also fully implemented so that the application of online learning can run as it should both in rural and urban areas.

### **Suggestions**

Based on the results of the study, there are several suggestions regarding the implementation of online learning, especially in rural and urban schools. Suggestions for schools in rural areas are that schools in rural areas should be able to complete the facilities that are still lacking, of course supported by the principal who is also better off if they can cooperate with the government and are more open about the obstacles experienced during the implementation process. Then, the teacher should also make the implementation of online learning accessible to students by implementing interesting material and motivating students to participate in learning with enthusiasm. In addition, students should also complete the needs needed in online learning so that it can run properly. Meanwhile, suggestions suggested for urban schools should be able to prepare for the implementation of online learning that is even more optimal, and it is also better if infrastructure facilities that do not exist in certain schools are also equipped. In addition, in its implementation, principals, teachers, and students must be united and support each other so that online learning runs well. In addition, students must also be active and proactive in implementing online learning so that the delivery of material is also well received. Furthermore, teachers should also be consistent in using the application, so

that students also do not need to download a lot of applications so that the student's smartphone memory is not full and then they can follow online learning properly.

## 5. REFERENCES

- Alijoyo, D. A., Wijaya, B., & Jacob, I. (2009). *Structured or Semi-structured Interviews*. <https://cyberwhale.co.id/wp-content/uploads/2020/03/Structured-or-Semi-structured-Interview.pdf>
- Ary, Donald et al. (2010). *Introduction to Research in Education*. Canada: Nelson Education, Ltd
- Bahasoan, A. N., Wulandari Ayuandiani, Muhammad Mukhram, & Answar Rahmat. (2020). Effectiveness of Online Learning In Pandemic Covid-19. *International Journal of Science, Technology & Management*, 1(2), 100-106. <https://doi.org/10.46729/ijstm.v1i2.30>
- Bestiantono, D. S., Agustina, P. Z. R., & Cheng, T.-H. (2020). How Students' Perspectives about Online Learning Amid the COVID-19 Pandemic? *Studies in Learning and Teaching*, 1(3), 133–139. <https://doi.org/10.46627/silet.v1i3.46>
- Cruzes, D., & Runeson, P. (2015). *Case studies synthesis : a thematic , cross-case , and narrative synthesis worked example*. December. <https://doi.org/10.1007/s10664-014-9326-8>.
- Cucinotta, D., & Vanelli, M. (2020). WHO declares COVID-19 a pandemic. *Acta Bio-Medica: Atenei Parmensis*, 91(1), 157-160.
- Epignosis. (2014). *E-learning concepts, trends, applications*. San Francisco.
- Khan, S., & VanWynsberghe, R. (2008). Cultivating the under-mined: Cross-case analysis as knowledge mobilization. *Forum Qualitative Sozialforschung*, 9(1). <https://doi.org/10.17169/fqs-9.1.334>
- Negash, S., Whitman, M. E., Woszczyński, A. B., Hoganson, K., & Mattord, H. (2008). *Handbook of Distance Learning for Real-Time and Asynchronous Information Technology Education*. USA: IGI Global
- Notoatmodjo, Soekidjo., (2010). *Metodologi Penelitian Kesehatan*. Jakarta: Rineka Cipta
- Ragin, Charles (1997). Turning the tables: How case-oriented research challenges variable-oriented research. *Comparative Social Research*, 16, 27-42.

- Rahman, M. M. (2019). *Semi-Structured Interview : A Critical Analysis*. July, 4–6.
- Roxby, P. (2020, March 11). *Coronavirus Confirmed as Pandemic by World Health Organization*. BBC News. [United Kingdom]. Retrieved from <https://www.bbc.com/news/world-51839944>.
- Ro'fah, R., Hanjarwati, A., & Suprihatiningrum, J. (2020). Is Online Learning Accessible During COVID-19 Pandemic? Voices and Experiences of UIN Sunan Kalijaga Students with Disabilities. In *Nadwa* (Vol. 14, Issue 1). <https://doi.org/10.21580/nw.2020.14.1.5672>
- Singh, V., & Thurman, A. (2019). How many ways can we define online learning? A systematic literature review of definitions of online learning (1988–2018). *American Journal of Distance Education*, 33(4), 289–306. <https://doi.org/10.1080/08923647.2019.1663082>.
- Simamora, R. M. (2020). The Challenges of Online Learning during the COVID-19 Pandemic: An Essay Analysis of Performing Arts Education Students. *Studies in Learning and Teaching*, 1(2), 86–103. <https://doi.org/10.46627/silet.v1i2.38>
- Yin, R. K. (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks, CA: Sage.