



PROSIDING

SEMINAR NASIONAL

**"PRAKTIK BAIK PENDIDIK PAHLAWAN
PJJ COVID-19"**

**Dewan Pengurus Pusat
Perkumpulan Rumah Produktif Indonesia**
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2 Mei 2021



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“PRAKTIK BAIK PENDIDIK PAHLAWAN PJJ COVID-19”**

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KATA SAMBUTAN

Sebagai perkumpulan yang bertekad untuk menciptakan Manusia Indonesia Produktif, Perkumpulan Rumah Produktif Indonesia sejak berdiri, Maret 2020, tidak henti menggelar kegiatan. Salah satunya adalah Seminar Nasional yang dilanjutkan dengan penerbitan prosiding. Prosiding yang ada di tangan pembaca sekalian berasal dari Seminar Nasional dalam momentum Hari Pendidikan Nasional 2021 dengan tema "Praktik Baik Pendidik Pahlawan PJJ Covid-19" yang diselenggarakan secara daring pada Minggu, 2 Mei 2021.

Mereka yang menjadi pembicara pada Seminar Nasional adalah Dr. Supangat Rohani (Asesor Kemendikbud, SPS UIN Syarif Hidayatullah Jakarta), Dr. Ismail Suardi Wekke (Ketua Dosen Indonesia Semesta Papua Barat, Dosen IAIN Sorong), Edi Sugianto, S.Pd.I., M.Pd (Dosen Universitas Muhammadiyah Jakarta, Dekan Fakultas Tarbiyah Institut Agama Islam Al-Ghurabaa, Jakarta), Dr. Jeanne Francoise (Founder Indonesian Defense Heritage Intellectual Community), Fatmawati, S.Pd (Ketua Yayasan Pendidikan Umboh Bulukumba), Andi Sinar Alam, Amd.Keb (Ketua Rumah Dongeng Bone), Yani Mirsal (Ketua Rumah Dongeng Sinjai), Hassan Afif (Dompot Dhuafa Pendidikan), dan Anisah Setyaningrum, M.Pd (Dosen Prodi Tadris Bahasa Inggris IAIN Kudus).

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Presenter terbaik diraih oleh Badriah, M.Pd, Hamdan, Hariawan, S.Kep.Ns.Mkep dan drg. Fery Setiawan, M. Si, dkk. Acara juga diisi oleh Wiwin Sri Mulyati, S. Pd, Yona Sunardi, S. Pd. Dan Dra. Dwi Yulia Kristanti, M. Pd. Performa tambahan untuk memeriahkan acara oleh Avan Fathurahman, M.Pd (Rumah Cerita Okara) membawakan *Stories of The Heroes* (Mendongeng) dan Zulkifli (Siswa SMA Madapangga, Bima NTB) membawakan Musikalisasi Puisi.

Atas suksesnya seminar ini saya ingin mengucapkan terima kasih sedalam-dalamnya kepada seluruh panitia, yakni: Ardhyanto Am Tanjung, S.T., M.Sc.RWTH, Nurjanni Astiyanti, S.Pd., M.Si, Zulnayed, MP, Indah Prihati, S.Si, Coriza Irhamna, S.Ant, Kurniadi Sudrajat, S.Pd. Selain itu, kepada para reviewer juga diucapkan terima kasih atas dedikasinya, masing-masing adalah Anita Restu Puji Raharjeng, M.Si.M.BioMed.Sc, Edi Sugianto, S.Pd.I., M.Pd, Dr. Jeanne Francoise, Anisah Setyaningrum, M. Pd, dan Dr. Supangat Rohani.

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Jakarta, 12 November 2021

Presiden Perkumpulan Rumah Produktif Indonesia,

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Creating Flexibility in Learning English During the Covid-19 Pandemic

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Abstrak

Mengajar bahasa Inggris untuk mahasiswa non Jurusan Bahasa Inggris selalu memunculkan tantangan tersendiri. Apalagi di masa pandemi covid-19, dosen Bahasa Inggris harus memeras otaknya dalam melakukan adaptasi dengan berbagai macam kondisi yang berubah pada masa pandemi. Multi peran yang harus dijalankan oleh para mahasiswa selama belajar dari rumah terkadang menghambat proses pembelajaran secara langsung (*real-time*). Oleh karena itu, menerapkan prinsip fleksibilitas menjadi pilihan dalam menciptakan proses pembelajaran bahasa Inggris yang lebih mudah untuk dijangkau dan tetap menyenangkan. Ketika mahasiswa memiliki keleluasaan dalam mengakses pembelajaran, materi perkuliahan akan lebih mudah dijangkau dan dipahami. Artikel ini menunjukkan bahwa dengan menerapkan fleksibilitas dalam proses pembelajaran bahasa Inggris selama belajar dari rumah, mahasiswa menjadi lebih *enjoy* dan tujuan pembelajaran Bahasa Inggris dapat tercapai dengan baik.

Abstract

Teaching English to non-English students always presents challenges. Moreover, during the covid-19 pandemic, English lecturers have to rack their brains in adapting to various conditions which have been changed during the pandemic. Multiple roles that must be performed by students during learning from home sometimes hinder the synchronous learning process (*real-time*). Therefore, applying the principle of flexibility becomes an option in creating an English learning process that is easier to be reached and still enjoyable. When students have flexibility in accessing learning, lecture materials will be easier to be accessed and understandable. This article shows that by applying flexibility in the English learning process during learning from home, students become more enjoyable and the goal of learning English can be achieved well.

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INTRODUCTION

Changes in education, especially the process of teaching and learning has begun in mid-March 2020. The spread of Covid-19 demanded the learning process be carried out from homes. By taking into account a variety of factors relating to pandemic changes, this is deemed to be the best option.

Lecturers, especially English lecturers, would be expected to plan a new learning structure as a result of this transition. Lecturers would eventually be required to plan necessary learning resources in an online learning environment, rearrange the learning schedule (if necessary), rebuild learning materials from simulated classrooms, and make other arrangements.

Besides, lecturers are expected to automatically decide the type of platform that will be used in teaching electronically. Several factors must be considered, both from the lecturers' and students' perspectives. They should consider the intensity of the application or why it would be used, as well as the students' willingness to use it.

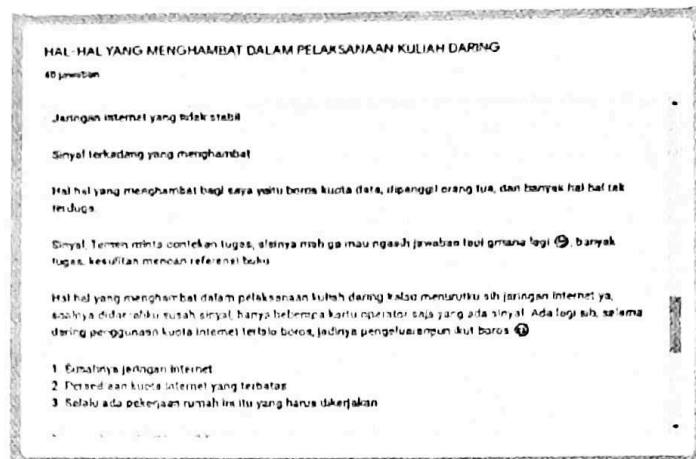
Digital learning, which is also known as online learning, e-learning, or distance learning, is a form of learning that is delivered remotely by teachers or lecturers to students who have access to the internet. Because of its ability to provide more flexible access to materials and instruction at any time and from any location, online learning has grown in popularity (Castro & Tumibay, 2019: 1). The method of studying English at all stages of schooling was undertaken online during the pandemic. Various parties, including teachers or lecturers and students, must be prepared to deal with online English learning.

Teachers or lecturers who are digital natives are typically more adaptable to improvements in the online English learning process. Meanwhile, on the student side, students are forced to study from home during the pandemic. They must handle their learning more diligently and without the overt guidance of teachers or lecturers, as it was usually done intensively in the classroom before the pandemic.

Moreover, teaching English in a non-English major has its challenges. It is considered a difficult subject by most students. With this fact, it is clear that an instructor must be able to balance in creating engaging and enjoyable learning so that students appreciate the learning experience and consider the materials presented more readily.

According to the above explanation, an English teacher or lecturer faces two big obstacles when it comes to planning learning during the pandemic. The two challenges are related to student engagement and the difficulty of creating engaging learning experiences, whether they are delivered in person or online. Furthermore, the situation of students, who would undoubtedly need some time to adjust to a modern style of learning that has yet to be broadly adopted.

In the early days of the pandemic, as an English lecturer, the researcher was faced with a condition that forced her to conduct emergency remote teaching and learnings. Some adaptations were being applied, such as managing virtual classes by using some determined platforms which were considered reachable and easy to be used. Then, after conducting the emergency remote teaching for three weeks, the researcher conducted a mini-survey to know the students' condition and perception during attending or joining the learning process. There were three major problems that were faced by the students based on the answered questionnaire. They are the limited facilities, less conducive environment, and economic problems. Those problems can be seen in the following picture.



Picture 1. The problems of virtual learning

Those problems affected the nonoptimal learning process. Therefore, as an English lecturer, the researcher tried to find some solutions in solving these problems. The researcher tried to create flexibility in learning English by applying some steps as will be discussed in this paper. Some research related to the English teaching and learning process during the pandemic has been done by some researchers. Hussein, et al. (2020) explored undergraduate students' attitudes towards emergency online learning during the covid-19 pandemic. It focused on the students' experience during the first few weeks of the mandatory shift to online learning because of the pandemic.

However, the research on creating flexibility in learning English during the pandemic is quite limited. In 2015, Gunyou experimenting with new educational approaches that effectively combine the finest of both the conventional and online worlds by adding learning freedom while keeping and increasing the efficacy of direct instructional interaction. Veletsianos & Houlden (2019) analyzed flexible learning and flexibility over the last 40 years of distance education. Li, et al. (2020) presented an alternative blended teaching and learning technique to tackle practical challenges defined in the setting of a regular classroom in a university in Hong Kong when students pursue flexible learning and global learning.

This research explores the application of giving flexibility as a best practice in conducting an emergency English remote teaching in the early pandemic time. It is hoped that the result of this research will give a contribution especially to English teachers in adapting emergencies to conduct a reachable learning process.

METHOD

This research applied a descriptive qualitative approach by using an online qualitative survey, documentation, and observation. A mini-survey was conducted for gaining data from the students dealing with some issues in the process of an emergency remote teaching in English subjects. Some data was also gained from some documents, such as lesson plans, students' assignments, and students' scores. Besides, the researcher also conducted some observations during the process of emergency remote teaching.

RESULT AND DISCUSSION

Online learning, also referred to e-learning, is a form of learning that can be accessed through the internet and mobile devices. There are benefits and drawbacks of using online learning in a classroom. One of the advantages of online learning is that students can download or access the learning materials at any time and from any place. As stated by Ambarwati, et al. (2020), because online learning does not bind users to a certain time, it overcomes the problem of temporal flexibility.

Students can also study without having to personally visit a school or campus. Apart from the guidelines for applying psychological and physical distancing, as well as the PSBB (Large-Scale Social Restrictions), online schooling is often thought to be more cost-effective so students do not have to pay for transportation or other forms of lodging.

Productive and autonomous learning are both supported by web-based online learning. In this situation, students may take a more involved role in studying and comprehending materials on their own. Students are more relaxed and agile in their studying because they have the option of learning at home. Learning opportunities are accessible from any location and at any time.

Although there are flaws in online learning from both teachers' and students' perspectives, the lack of face-to-face learning experience is one of them. When it comes to grading, it can be challenging for teachers or lecturers to choose a more suitable model to use. This is due to the fact that teachers or lecturers are unable to actively supervise students' assessment processes.

As previously explained, English teachers or lecturers were expected to decide the application to be applied in the English learning process during the Covid-19 pandemic breaks out. Several program can be used in online English learning nowadays. The software sure has a lot to say in terms of functionality. An English instructor, on the other hand, takes several factors into account when deciding on the kind of program to use in the learning process.

Google Classroom, Schoology, ClassDojo and Edmodo are some apps that can be used in the online English learning process. Visual conferencing tools such as Zoom Cloud Meetings, Cisco Webex Meetings, Jitsi, Google Meet, and others can be used by English teachers during the learning process to have a real-time meeting with the students. Kahoot and Quizizz are two applications that can be used to host fun online quizzes.

In practice, video conferencing systems are closer to the face-to-face learning experience in terms of functionality. Video conferencing programs, on the other hand, often use a large amount of internet bandwidth, resulting in student concerns. As a result, English teachers or lecturers must understand the learners' abilities to use the program.

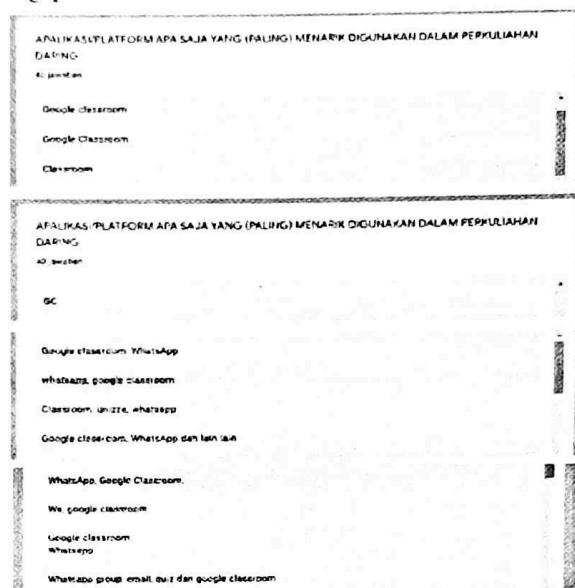
If everyone is forced to stay at home due to a pandemic, this situation is bound to get tedious and saturated if only packed with monotonous events. It's the same as English classes. As a result, English teachers must occasionally have engaging challenges, icebreakers, or online quizzes for their pupils.

Online quizzing with the Quizizz program can be a form of amusement for students in addition to assisting them in evaluating their comprehension of previously learned content. The use of Quizizz is by far the most intriguing for them.

Based on the previous explanation, the researcher did some steps in an effort in solving the problems. They are preparation, implementation, and evaluation. The researcher tried to create flexibility in learning English during the pandemic.

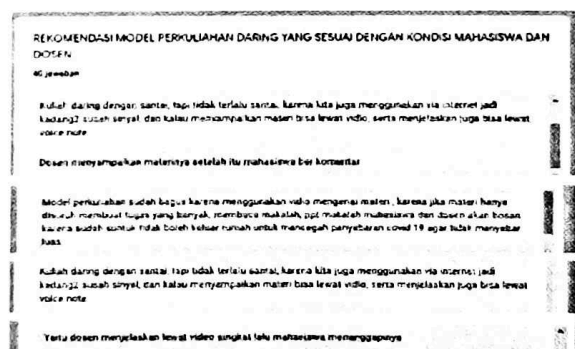
Lee and McLoughlin (2010 in Huang , et al. 2020) defined flexible learning as a “set of educational approaches and systems concerned with providing learners with increased choice, convenience, and personalization to suit their needs. In particular, flexible learning provides learners with choices about where, when, and how learning occurs, by using a range of technologies to support the teaching and learning process.”

According to Crowther (2004) flexibility claims to be innovative and freeing people from the limits and constraints of outmoded work practices. Therefore, in determining the problem-solving strategy, some applications were based on students’ voices. Related to the learning management system, most students chose Google Classroom. Then, WhatsApp was also chosen by most of them. This application was commonly used for more intensive communication instead of conducting English teaching and learning processes.



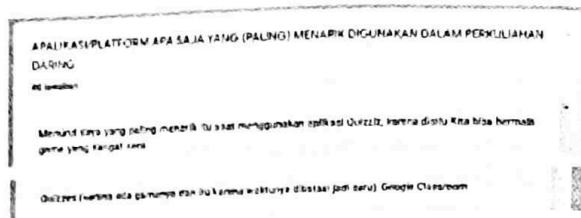
Picture 2. The chosen applications for virtual learning

Then, concerning the delivery technique or form of course materials, the students were inclined to choose an audiovisual form. It was found in their answer to the questionnaire.



Picture 3. The chosen media for virtual learning

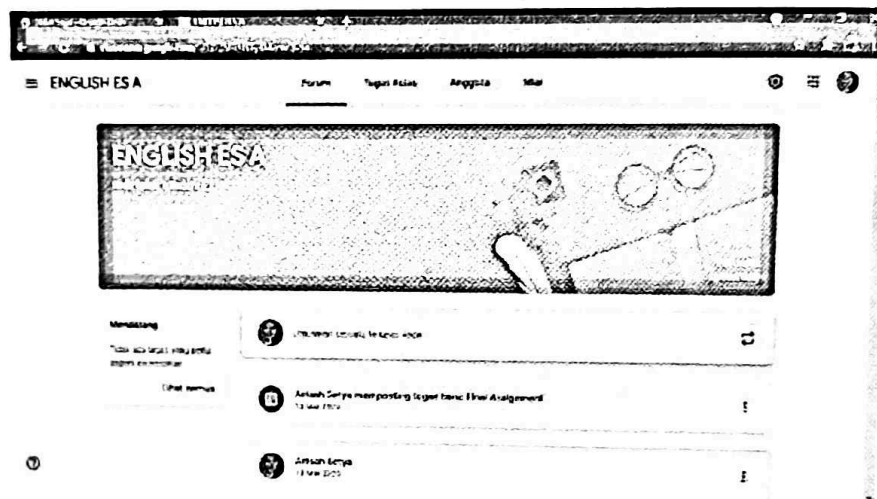
Then, for reviewing the materials, the students enjoyed playing some online quiz which usually given via Quizizz.com



Picture 4. The chosen media for reviewing material

After gaining data from the students, the researcher applied flexibility in the process of English learning process by applying the determined platforms. According to Houlden & Veletsianos (2020) flexibility is "...an approach to free learners from the constraints of time, pace, and place, and enable them to participate in education from 'anywhere' at 'anytime,'...". The determined platforms were suited to this theory. They are Google Classroom, WhatsApp, YouTube videos, and quizizz.

The use of Google Classroom and WhatsApp in online learning especially during the pandemic was studied by Ubaedah (2021: 115). It showed that the use of those media was able to improve the result of the online learning process. Those are fairly effective and efficient applications used by students in the online learning process. The use of such media can also provide convenience to students, especially the increasingly flexible time and some other advantages. Besides, the students are able to learn anywhere without being limited only during the class.



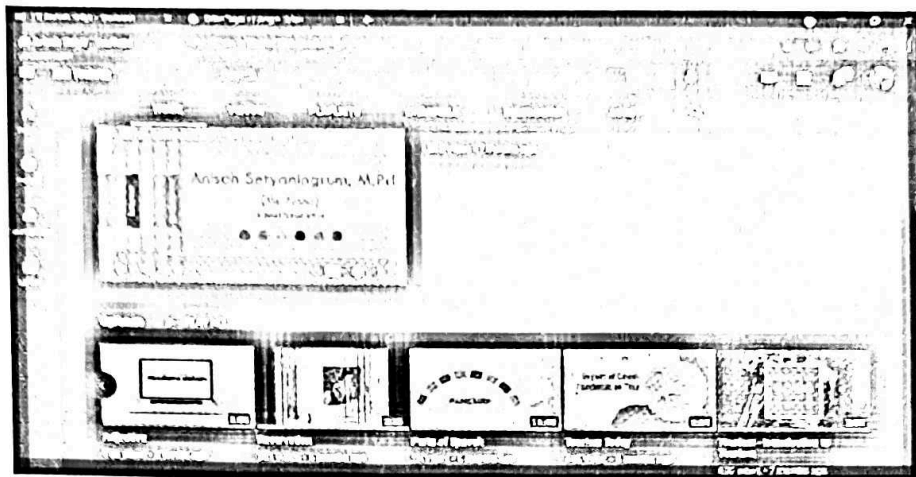
Picture 5. The use of Google Classroom in English online learning

Then, WhatsApp is a messaging app on smartphones that works the same as sms apps on older phones which works not to require a pulse but with an internet connection. WhatsApp is an app for instant messaging, and allows us to exchange pictures, videos, photos, voice messages, and can be used to share information and discussions. With some advantages that can be gained from this application, it supports the process of English online learning.

One advantage of using WhatsApp is the user does not need to login in advance to access WhatsApp if the mobile number is already registered. It is also instantly connected with other WhatsApp users' contacts. Most importantly, this app doesn't drain too much quota. By using WhatsApp, the teachers and students can discuss and ask questions more relaxedly. The teachers or lecturers are also able to see who has been reading and who is inactive.

Furthermore, teachers or lecturers can send documents, photos, audio or video as course materials for students through WhatsApp groups. They can view and repeat the learning materials through mobile phones easily. By using this application, both the teachers or lecturers and students can communicate anytime and anywhere.

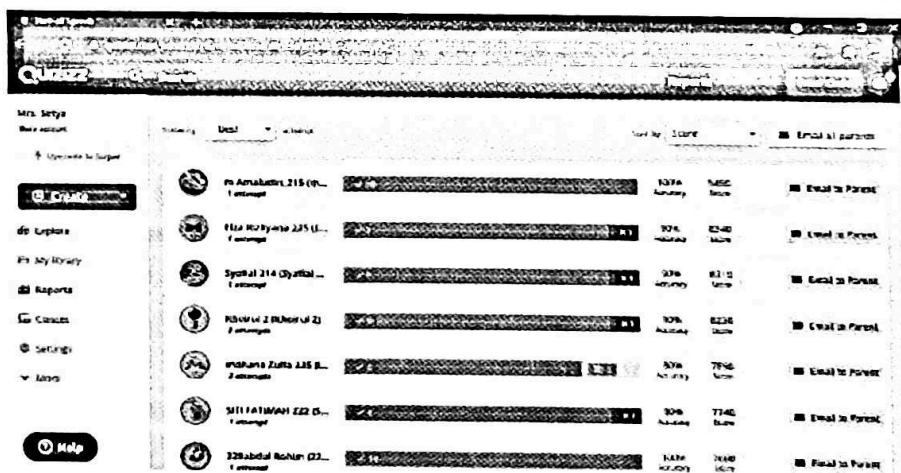
Audiovisual media was the students' favorite media in the process of English online learning. The lecturer provided some videos as the course materials and uploaded them on YouTube.



Picture 6. YouTube videos as the course materials in English online learning

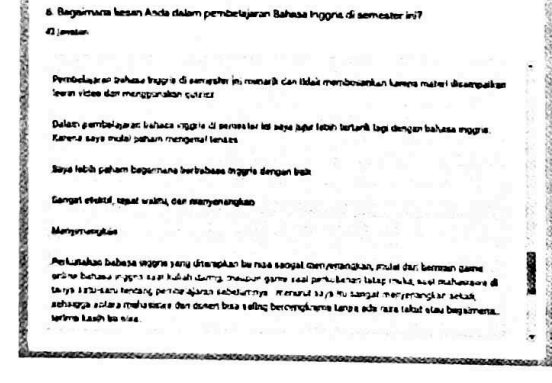
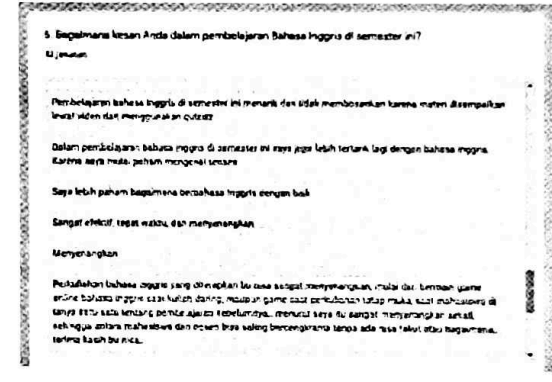
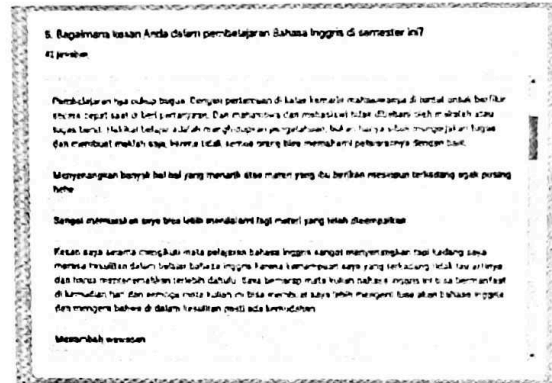
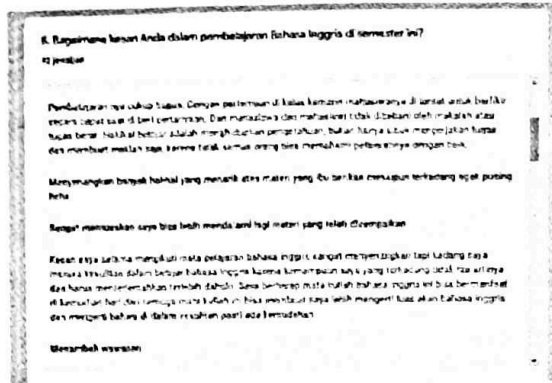
According to Dimyati and Mujiono (2006, in Handayani 2020: 14) by using video as a learning medium, it makes the students' learning activities more directed. The purpose of using youtube as a learning medium is to create an atmosphere of teaching and learning activities that attract students to learn from the beginning to finish. It is also fun and has good communication and interaction.

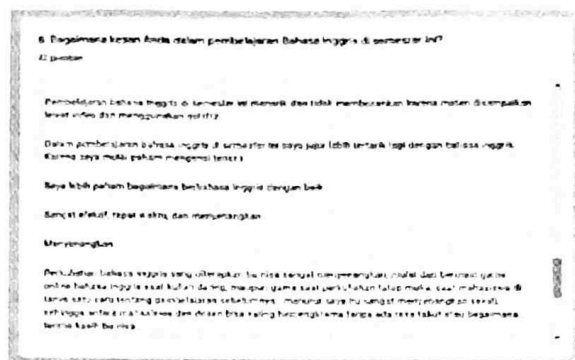
Then, in providing an assessment or review of course materials for students, the researcher also considers the reachable and enjoyable ways for them. It is hoped that they can enjoy the learning process and can break the boredom. Quizizz is one of the platforms that suit those considerations. It is considered as the students' favorite application in learning English. Usually, the students will ask for more online quizzes after finishing a live session. However, it is sometimes scheduled as homework so that the students would have more chance and flexibility in accessing the online quiz.



Picture 7. Quizizz is an enjoyable platform that can be used to review English course materials in a fun way

After finishing all of the English online learning processes, the researcher did more mini-surveys. The achieved results can be seen as described in the following pictures.





Picture 8-12. The Achieved Results

Behind the achieved results that can be seen from the students' testimony in the mini-survey, in conducting the English online learning process, there were some obstacles and also supporting factors. The obstacles are related to limited time, multiple roles, unstable internet connection, tiredness, less socialization, and boredom experienced by the lecturer.

The lecturer got limited time in preparing the material. Besides, multiple roles which should be applied both at home and in the office also became one of the obstacles in conducting the English online learning process. Unstable internet connection was the common problem in conducting virtual learning. Work virtually is needed more energy and it makes people especially lecturers more tired. Teach and learn from home even in pandemic time reduce the opportunity for being engaged in social interaction. Furthermore, doing the same thing for a long period arising boredom.

Then, the supporting factors are skills, family, motivation, and eagerness. Digital skills that have been mastered by the English lecturer help in conducting the emergency remote teaching. Then, the family is the most powerful supporting system. Good motivation to deal with the pandemic condition and a willingness to learn and develop lifelong skills also support the process of emergency remote teaching.

CONCLUSION

Creating flexibility in learning English during the pandemic time needs more effort such as in identifying specific platforms and rules that will be applied. These efforts are done to achieve the learning objectives. However, this process can be done well when there is good cooperation between the lecturer and students. By creating flexibility in learning English during the pandemic time, it is hoped that the students could be engaged and enjoy the learning process. Most importantly, the learning objectives can be achieved well.

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