# ONLINE LEARNING IMPLEMENTATION; CASE IN A RURAL SENIOR HIGH SCHOOL IN WEST KALIMANTAN PROVINCE

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## ABSTRACT

This research aimed to find out how online learning implementation affected learning practices in a senior high school in an undeveloped regency in West Kalimantan Province. Descriptive quantitative method was applied in this research. To collect the data, students' and teachers' questionnaire were used. The questionnaires adopted Likert scale with five options. The populations of this research were 150 students and 40 teachers, while the sample involved were 90 students and 40 teachers all together. The student sample were selected using simple random sampling. Overall, this research found that both teachers and students had similar views regarding the application of the online learning policy during covid 19 pandemic. In this regard they agreed to claim that the online learning implementation tended to show more negative influence than positive to almost all classroom learning processes. The average percentage of teachers and student who found the negative impacts of the online learning policy implementation were, respectively, 50.8% and 73.86%. Nonetheless, the percentage proportion of students who did not claim the implementation of the online learning policy brought more negative effect than positive was also big. These numbers brought down strikingly interesting findings, as discussed in this study.

*Keywords: Covid-19, Online Learning, high school students, English, learning impact*

## 1. INTRODUCTION

*1.1 Introduction*

Currently, various countries in the world are being hit by Covid-19 (Corona Virus Diseases-19), which was considered a pandemic by WHO (Schleicher, 2020). During the pandemic, Indonesian central government initiated an online learning policy, called Learn from Home (LFH) to all schools, in order to facilitate learning. The policy was expected to be an alternative for teacher and students to continue their routines teaching and learning activities in online mode, instead of meeting face to face (Zainuddin, 2020 and Dhawan, 2020). To do so, various online learning media were tried and adopted, including WhatsApp groups. Such

media has also been adopted by Senior high school which become the subject of this research. We named the school as Senior High School Rural (SHSR). The school is located in a rural area of an underdeveloped region in West Kalimantan Province. Due to the pandemic, this school was also to implement online learning, in accordance with the central government online learning policy during Covid 19 pandemic. If implemented properly, and properly supported, online learning implementation could be an alternative for carrying out learning in school (see: Bao, 2020). In this regard, the pre-observation data analysis showed that SHSR applied online learning by using WhatsApp group and Google Classroom. The use of online learning media intensely as implemented currently tended to affect the learning processes in the classroom, both positive and negative (Zounek and Sudický, 2013). If it has a positive impact, it would certainly benefit students and teachers in improving the quality of their learning in class. However, if it had a negative impact, it could cause a decline on the quality of learning for teachers and students in class.

With regard to the impact of online learning on learning practices in school, Zounek (2013) found a number of examples of both positive and negative effects. Some of the positive effects were that teachers and students got better mastery in technological learning media or platform such as email, Google Meet, and Zoom Meeting. Furthermore, students were becoming more and more independent since they had to do the task mostly by themselves. With regard to negative effect, Zounek (2013) reported a number of examples, such as, inexperienced teachers in IT technology may be very confused on how to use online learning platforms, limited internet access may also contribute to unsuccessful implementation of online learning and produces negative impacts in the end.

The analysis of initial observations conducted in this research identified both positive and negative effects in certain extents of the online learning processes taking place in the school. One of the positive effects was that the ability to use and access online teaching and learning technology had been increasingly mastered by students and teachers. While the negative effect was on students' understanding on lesson delivered by teachers, which tend to be poorer. Nonetheless, the initial observations were conducted on a small scale of respondents which were not sufficient to describe the impact of online learning on the school as a whole. This research was conducted to provide empirical data regarding the impact of online learning policy on learning process in the school. The learning Impact of online learning application was investigated in five processes of classroom learning (see: Setyosari, 2009), namely, class preparation, material delivery, class assigning, class feedback, and class assessment. This research was important to conduct for both teachers and students as this research provided data

regarding impact online learning, the teacher will be able to evaluate their teaching-learning practice. If the effect tends to be negative, they will be able to fix and improve it. On contrary, if the effect is positive relevant stakeholders will be able to maintain such situation or to make event better improvement.

## 1.2  Research Question

This research was shaped and designed to answer research question regarding how far online learning implementation has affected teaching and learning process in SHSR? The investigation was conducted on each teaching and learning process carried out in the school.

## 1.3  Significant of the study

This research provided data regarding how implementation of online learning policy has affected teaching and learning practices in SHSR. Such data could be a basis information for school leaders and government in evaluating the online learning implementation. Unless the evaluation process was carried out on the basis of empirical data, the future online learning practices will not gain adequate and contextual improvement feedbacks.  For future researchers, the finding of this research could enrich the references and insights regarding online learning implementation in rural schools, with inadequate teaching and learning support facilities.

## 2.  METHOD

### 2.1 Research Design

This research was a descriptive quantitative design in the form of survey research (see: Cresswell, 2012). The use of descriptive methods allowed the researcher to summarize the characteristics (capability, perceptions and behaviours) of teachers and students in the school, with regard to the impact of online learning policy during covid 19 pandemic (see: Fraenkel & Wallen, 2009).

### 2.2 Population and Sample

The populations of this research were 150 students and 40 teachers in a Senior high school in rural area of an underdeveloped regency in West Kalimantan Province. The school was then named Senior High School rural (SHSR). Simple random sampling technique was used to pick the sample for the data collection process. In this regard, 90 students volunteered in the survey. The sample size was considered enough in order to represent the students' population (see: Tejada & Punzalan, 2012). In addition, the entire teachers in the school, 40 people, were also involved in collecting the data. The decision to involve all teachers as sample

in this research was made in order to develop comprehensive finding regarding the impact of online learning in the school during pandemic covid 19 from all teachers' perspectives.

## 2.3 Data Collection Instrument

To collect the data, online-closed-ended questionnaires were used. Such data collection instrument was distributed via google form. The decision to adopt the questionnaire since it enabled researchers to involve large sample and leave no room for subjectivity (Dornyei, 2010: 26). 25 statements with Likert scale, investigating five learning processes, were involved in the questionnaire. The processes were teaching preparation, material delivery, class assigning, class feedback, and class assessment. The impact of online learning implementation on each process was investigated using five statements. On each statement, the respondents were asked to choose one of five options provided; (1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree. The questionnaire was expected to be able to collect data regarding pattern of online learning implementation on each learning process above-mentioned.

## 2.4 Data Analysis

To analyse the data, quantitative data analysis procedures were adopted. In this regard, central tendency computation was used (see: Cohen, Manion ad Morrison, 2005 and Tuckman and harper, 2012). The central tendency included mean, median, modes, and maximum and minimum score. To ease the data analysis process, SPSS software was used to assist the processes.

## 3. FINDING AND DISCUSSION

### 3.1 Findings

The analysis of data collected in this research shows the pattern of online learning impacts on five classroom learning process taking place in SHSR. As has been described earlier, there were five classroom learning processes in which the online learning application impacts were investigated in this research, namely, class preparation, material delivery, class assigning, class feedback, and class assessment. The pattern of the impact of online learning policy application during pandemic of covid 19 in SHSR can be observed in Table 1 below.

Table 1. Percentage of Online Learning Application Impact on Classroom Learning Activities

| Students' Perspective (%) | | | | Learning Activities | Teachers' Perspective (%) | | | |
|---|---|---|---|---|---|---|---|---|
| Total | (-) | N | (+) | | (+) | N | (-) | Total |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 100 | 23.3 | 11.2 | 65.5 | Preparation | 24.5 | 14.4 | 61.1 | 100 |
| 100 | 63.4 | 24.2 | 12.4 | Material Delivery | 3.3 | 11.7 | 85 | 100 |
| 100 | 51.6 | 26.7 | 21.7 | Class Assiging | 15.6 | 5.3 | 79.1 | 100 |
| 100 | 53.3 | 21.1 | 25.6 | Class feedback | 18.4 | 6.8 | 74.8 | 100 |
| 100 | 62.4 | 5 | 32.6 | Class Assessment | 21.5 | 9.2 | 69.3 | 100 |
| 100 | 50.8 | 17.64 | 31.56 | AVERAGE | 16.66 | 9.48 | 73.86 | 100 |

Overall, as can be understood from Table 1 above, online learning application tended to show negative influence to almost all classroom learning processes from the perspective of both teachers and students. The average percentage of teachers and student who found the negative impacts of the online learning policy application on the classroom online learning processes were, respectively, 50.8% and 73.86%. The percentages showed that percentage of teachers who found the implementation of the online learning policy more on negative was higher than that of the students. Nonetheless, the figures also proved that, both teachers and students had similar views regarding the application of the online learning policy during covid 19 pandemic. In this regard, they agreed that the application of the online learning policy gave more negative impact than the good ones. Out of such negative sentiments, the figures on Table 1 above indicated that there were still students and teachers who found that the application of the online learning policy had given positive effect on their learning. In this respect, the percentage of students who found the online learning application had positive impact was higher than that of the teachers', namely 31.56 for the students and only 16.66% of the teachers. In more specific, the effect of online learning on each process of online classroom learning, from teachers' and students' perspectives are presented below.

*Online learning application impact on class preparation processes*

To find out how the online learning policy application had influenced the learning practices, especially on preparation process, two statements had been given to both teachers and students. The first statement was about how the application of the online learning affect the opening procession of the class and the second was about how such online learning application affected the attendance check process. In this regard, in normal offline classroom activities, teachers usually begin the class by greeting the students, doing small talks, recalling what they had learned in previous class, and describing what they would do in the class. After doing so, the teachers then begin to check students' attendance. For those processes, 65.5% of

the students (about 58 out of 90 students) found online learning policy application made all those processes be easier to do, while the rest found it either have no effect (11.2%) or have negative effect (23.3%). As can be inferred from the data, somehow, most of the students found that responding to and following the teachers while opening the class in online mode was easier than doing so in offline class. In this case, only less than 23.3% of the students (around 20 out of 90 students) found that doing so in online class was harder to do.

In contrast, the analysis of the survey data revealed that teachers were in contradict opinion. In this regard, as recorded in the survey responses, teachers found that preparing class, by doing opening and checking students' attendance, were more challenging in online mode. In this regard, only 24.5% of the teachers found it easier to do than in offline class. Such percentage would make up around 9 out of 40 teachers. Most of the teachers found it harder to prepare the class in online mode, than in offline ones. There were around 61% of the teachers (around 25 out 40 teachers) recorded such perspective on the survey. There only less than 6 out of 40 teachers which found that the application of online learning policy during covid 19 outbreak did not affect the class preparation process.

*Online learning application impact on teaching material delivering processes*

The second teaching and learning process in which the effect of online learning was investigated was on the process of delivering teaching material, from teachers to students. The analysis of survey data showed that teachers and students were in similar vein. They found that online learning policy application tended to give more negative effect than positive one on the teaching material delivery process. Teachers found it more difficult to convey teaching materials to students, while the students found it harder to follow teachers' explanation in online learning than doing so in offline one. In this regard, 85% of the teachers (34 out of 40 teachers) found than delivering teaching materials was more challenging in online class. There were only 3% of the teachers found it easier to do. Such percentage make up only around 2 out of 4 teachers. While the rest, around 5 out of 40 teachers, recorded that online learning policy application did not affect the teaching material delivery process.

Statistically, the pattern of online learning policy application effect on material delivery process from teachers' perspective was supported by students. Most students felt that following teachers' explanation while delivering teaching material in online mode was more difficult to do, than doing so in offline class. There were 25 out of 40 students (63.4%) recorded such perspective. In this case, there were only 12.4% of the total of 40 students found it was easier to understand teaching material delivered in online class than in offline one. The rest, around

24% of the students, found that the online learning application did not affect how they follow teachers who were delivering teaching material.

*Online learning application impact on class assigning processes*

In normal offline class, class assigning process was undertaken by giving assignment or task to students, in order to reveal their prior knowledge regarding a certain teaching material, to make students take practice on the materials or to know how far has the students master the material delivered to them. The task or assignment was usually done personally or in group by the students. To conduct such process in offline and in online class for sure has similarities and differences in certain extent. Data analysis result showed that both teachers and students tended to find online learning application brought negative impact on the assigning process. In this case, 79.1% of the total 40 teachers, found that assigning assignments to students was more difficult to do in an online class than in an offline one. There were only 15% of the teachers found it easier to do so in online class, while 5.3% of the total 40 teachers found that online learning application did not affect the way they assign tasks to students.

Even though they seemed to be divided into two different opinions, students seemed to supports teachers' opinion who believed that the application of online learning brought more negative effect than positive when they came to assigning process. In this regard, there were only 51.6% of the total 90 students argued that online learning brough more positive impact than negative. The rest, 26.7% though that the online learning application did not affect the way they did the task given by teachers.

*Online learning application impact on giving class feedback processes*

In relation to the process of giving feedback to students, there were no significant different in teachers' and students' opinion. Teachers and students found that online learning application made the process of giving and accepting feedback became more challenging. In this respect, 74.8% of total 40 teachers found that giving feedback in online class was more difficult than in offline one. In similar vein, 53.3% of total 90 students found that accepting feedbacks from teachers were more difficult in online class than in offline ones. Furthermore, only 18.4% of teachers and 25.6% of students found that the application of online learning brought positive effect to their practices in such process. The rest, 21.1% of students and 6.8% of teachers found that online learning brough no different in the way the give and receive feedback during the online class.

*Online learning application impact on class assessment processes*

When discussing how online learning applications affect the classroom assessment process, teachers seemed to emphasize that online learning brought more negative impacts than positive. There were more than 27 out of 40 teachers (69.3%) who believed so. They found that assessing offline class was easier than doing so in online one. There were only 21.5% of around 8 teachers who argued that online class brough more positive effect when they asses their class. Furthermore, there were 3 teachers believed than online class application did not affect their ways in assessing their class.

Teachers' emphasis on the negative impact of online learning on classroom assessment process seemed to supported by students. In this regard, there were more than 60% of the students agreed that online learning brough more negative impact than positive when they came to class assessment process. They indicated that being assessed in online class was more difficult than being assessed in offline class. There were 5% of them found that online learning application did not bring any effect to the way they responded to the teachers' assessment processes. Out of all, there were still 31.56% of the students, which made up about 28 out of 90 students, found that online learning application positively affect the way the respond to assessment processes administered by teachers in online class. They found it easier to do so in online class than in offline one.

*3.2 Discussion*
*More negative than positive effects*

As presented on finding section, the analysis of data collected in this research indicated that both teachers and students, with different level of agreements, found online learning implementation during covid 19 pandemic brough more negative impact than positive on their overall routine teaching and learning processes. Such finding seems interesting for traditional learning cast, who doubted the effectiveness on online learning practices (see: Feenberg, 2017 and Soni, 2020). Nevertheless, such findings were not a surprise since it was in line with pre-observation conducted in this research. Teachers and leaders stated that the implementation of online learning in their school was conducted without enough preparation and was not supported by adequate online learning infrastructures. Simamora (2020). Bestiantono, Agustina and Cheng (2020) reported that without properly supported, schools would have difficulty to shift to online learning mode. Such condition was a common problem in rural school in west Kalimantan province. Hakim (2015), West Kalimantan BPS (2015), and Indonesian Ministry of Villages, Underdeveloped Regions and Transmigration (2016) described that rural school tended to be disadvantageous in terms of a number of teaching and learning facilities, such as power sources, internet connection, cellular phone network

coverage, access to public library, and poor infrastructures to reach urban areas in which better learning facilities were available. Such finding was also in line with those found by Aini, et al. (2020), which conclude that online learning implementation could be challenging due to a number of reasons, such as lack of infrastructures and connectivity, E-learning system support, and technological competency and self-regulation.

### The most negatively affected teaching and learning process

Among all teaching and learning processes, data analysis found that the process of teaching material delivery was the most negatively affected one. In this process, more than 70% of teachers felt that the delivery of teaching materials was much easier if it is done in an offline class. In similar vein with teachers, with almost the same percentage, students stated that teaching materials delivered through offline classes were easier to understand than those delivered through online classes.

Considering that the school involved in this research was in the rural area of west Kalimantan province, such challenges could be understood. The initial observation conducted to the school found that the online learning in the school was mostly conducted through WhatsApp. Google Classroom was sometimes used, but limited power source and inadequate internet quality make them unable to use the online teaching flatform intensively. This reason also caused them to be unable to conduct video conferences to deliver the material. The poor quality of the internet in the area even did not make it easy for them to upload or watch videos to YouTube or a kind easily. These unfavourable conditions made the process of delivering teaching materials a challenge for teachers and students. The practices of effective teaching instructional as was suggested by Ko and Sammons (2013) could not be implemented. This fact made research findings stating that students and teachers found that the implementation of online learning had a negative impact on the process of delivering teaching materials, made sense. Such fact was also found by previous researchers such as Di Pietro, et al. (2020) who reported that in order to make online class effective, the availability of online learning supporting facilities, such as adequate internet connection, technological devises and infrastructures must be available.

### More teachers perceived it negatively than students

Furthermore, further analysis on the data proved that the percentage of teachers who stated that online learning implementation during covid 19 pandemic brought more negative impact on their learning process than positive, was much larger than the percentage of students. The comparison was more than 70% of teachers to only around 51% of students. This figure

shows that only slightly more than half of students think that the application of online learning had a negative effect on their learning processes, while almost all teachers thought so. It could be understood that there were higher percentage of students who could take advantage of online learning implementation in terms of improving their learning quality, than the teachers did. Teachers seemed to be trapped in a new way of teaching and learning that they were not used to. One of the logical reasons which could explain this phenomenon was because millennial students used technology and ICT devices, such as such as telephones, laptops, and the internet, more often than teachers did. Such a situation made it easier for students to adapt to the implementation of online learning, where most of their processes were carried out using technological devices.

*Contradicting view of teachers and students*

As was presented in the finding section, there were different views of teachers and students, on some learning processes, regarding how online learning implementation had affected their learning practices. Such contradiction could be found on their views of online learning implementation effect on the processes of class preparation and assignments. On classroom preparation process teachers and students showed completely contradicting views. Students found online learning brought positive effect, in contrast, teachers found it to bring more negative effect. As was described earlier, the preparation processes include the process of opening the class and checking students' attendance. For teachers, carrying out such process could be tiring, since they had to think about how to reach students and how to make the students get themselves listed. In addition, teachers should also find out ways to make sure that students themselves fill in the attendance list. This should be done to ensure that attendance list was accurate and not manipulated by students. Such act was possible to happen, as reported by Aini, et al (2020), who inferred that online learning implementation might cause students face some problems such as self-discipline, low motivation to learn and lack of communication skill.

On the other hand, as was also found by Demuyakor (2020), some online learning process could be easier for students to do. In terms of filling online attendance check, students only need to type (if the attendance list is done through WhatsApp application), or click the button provided by the teacher, if it is done through the google classroom application, to get themselves registered on the attendance list. Filling out such an attendance list is much easier for students than if they had to come to class every morning and register themselves on the attendance list, as they would normally do in a regular offline class.

The second learning process where teachers and students had conflicting views about the effect of implementing online learning was on the process of giving class assignments. In this process, both teachers and students seemed to find it easier to give or do classwork in offline classes than in online ones. Teachers and students seemed to have the same view on it in general. However, the gap between the percentage of teachers and students who do so was vast. Almost 80% of teachers thought that the implementation of online learning had a negative impact on the class assignment process, while only slightly more than half of students thought so.

As happened in the previous learning process, in the classroom assignment process, teachers also seemed to be encouraged to work more in order to carry out this process. In this case, teachers were required to provide special techniques and instruments which could be given to students as assignments that they could do at home, without ignoring the validity and reliability of the results of the assignment (see: Richards and Schmidt, 2002). The process tended to be challenging for teachers because they were not used to doing it (Febrianto, et al. 2020). Such a situation might have caused teachers to prefer giving assignments to students in offline classes, as they usually did. For students, such a process could be another opportunity to perform better. Instead of doing assignments in offline classes, where there was a teacher who supervises, in online learning practices, they could work on assignments anywhere without anyone watching. In addition, they could also have more opportunities to use additional learning resources to do their job. Such opportunities were hardly be found in offline classes.

## 4. Conclusions
### 4.1 Conclusions

Evident from the analysis of data collected from teachers' and students' questionnaire, the implementation of online learning policy during covid 19 pandemic brough more negative effect than positive. The negative effects were reported on all learning process the school undertaken during covid 19 pandemic. Inadequate teaching learning supporting facilities in the school were believed to have caused such negative effects to occur. From all teaching learning processes carried out during covid 19 pandemic, teaching material delivery was the most affected one. The poor internet connection and other learning facilities caused the delivery process of teaching materials became challenging. Teachers could not undergo video conference to explain teaching materials, and even could not upload teaching video to online flatform either. Such situation made both teachers and students having problem in the process.

Furthermore, despite they both agreed that online learning implementation brought more negative effect, compared to students, the percentage of teachers who reported so was bigger.

It indicated that teachers seemed to be less ready to embrace technology enhanced learning. On the contrary, students, who were more familiar to using cell phone and other technology devices, seem to be able to adapt better to the use of technology in teaching and learning processes.

Finally, in spite of agreeing that online learning brought more negative effect than positive on overall teaching and learning process, there were still disagreement between them on certain processes of teaching and learning. The contradictions were found on class preparation and assignments. In those both processes, students seemed to report better effects of online learning than teachers did. In this regard, students reported that they found the implementation of online learning on those both processes made their learning practices easier than on offline class.

### 4.2 Suggestions

The conclusion made in this research lead to a number of suggestions to all relevant parties, such as teachers, school leaders, and government, and future researchers. The data analysis result concluded that both students and teachers had the most difficulties in carrying out teaching material delivery process. This is of a serious problem which need to be solved. Unless it was done, there might be significant decline in students understanding on the teaching materials, such occurrence would lead to the declining of students' achievement in the classroom learning. Furthermore, the fact that both teachers and students reported that the implementation of online learning in their school brough more negative effect than positive seemed to have alarmed the relevant stakeholders to take serious action in improving online learning practices in the school. By doing so, the online learning implementation would bring improvement, instead of negative effect, to the effort of achieving school's teaching and learning goals, as suggested by Kyriacou (2009). Eventually, future researchers are suggested to conduct further research involving wider population in order to portray the online learning implementation in west Kalimantan province, especially in rural areas. In addition, further researches could also be conducted in designing strategies to improve the implantation of the online learning so that it would contribute positively on the improvement of teaching and learning processes in the school.

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