

Lecturers' Resistance to Implementing Distance Learning

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Abstract. There has been extensive research in the field of distance learning all over the world including Indonesia. However, most of the research tends to focus on improving effectiveness of distance learning implementation and on students' perspectives as the main subjects. In fact, this leads to neglecting the lecturers' needs as they are expected to implement distance learning effortlessly just like their experience in traditional classroom learning. Yet, distance learning and classroom learning are very different in many aspects. This contributes to half-hearted distance learning implementation in most Indonesian universities. Therefore, the purpose of this mixed methods study is to investigate lecturers' resistance to implementing distance learning in Indonesia. The research study seeks to determine Indonesian lecturers' resistance factors based on their levels of communication technology mastery, pedagogy understanding and perceptions of distance learning. This study will use quantitative survey instruments to measure the current levels of communication technology mastery of those lecturers using distance learning in Indonesia, while qualitative interview instruments will be used to examine lecturers' pedagogy understanding and perceptions of distance learning. **Keywords:** Distance Learning, Lecturers' Resistance

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1. INTRODUCTION

Indonesia is one of the biggest countries in the world and the fourth largest populated country. In addition, it is also known as the biggest archipelagic country which has more sea area than land area. This poses a great challenge to Indonesia to accommodate massive number of people educationally and control the quality of education to the islands and regions which are far away from the central metropolitan areas [1]. In response to this, the Indonesian government and other organizations have tried many kinds of solutions to cope with the challenge, for example sending fresh graduate teachers to remote areas in two famous programs called Indonesia Mengajar and SM3T (Sarjana Mendidik di Daerah Terluar, Terdepan, dan Tertinggal). But these programs, like other similar programs, are temporary.

In addition, earlier this year, Indonesia experienced one of the biggest challenges of the century in the form of Covid-19 pandemic as in other countries throughout the world. Every sector has suffered massive blows and some of them are in precarious condition such as economic, health and education. In order to maintain the process of education, teachers, lecturers, and

parents are forced to be active using distance learning as the only available solution to halt the spreading of Covid-19 [2]. This condition gives chances for teachers and lecturers to switch their focus and creativity in distance learning [2], [3]. However, there are several problems that arise regarding the current situation and distance learning practice across the country.

Prior to this, the Ministry of Education has been continuously developing pilot projects of distance learning; the most famous of these is called SPADA Indonesia (Sistem Pembelajaran Daring/Online Learning System) which is expected to create a good learning environment that can be accessed at almost any time and from anywhere in Indonesia. However, Justin (2011) refers to a number of studies to emphasize that the technology will not have any significant effect on education if teachers and lecturers are not trained appropriately[4]. In addition, Khalil (2013) has found concrete evidence of lecturers' initial resistance in implementing technology, especially distance learning [5].

Nevertheless, it is widely agreed that conducting distance learning effectively will be beneficial for all

Indonesian people especially those who live in remote areas and have difficulty accessing good quality education [6]. However, several problems are expected to occur in the process as there are likely to be various challenges to be faced, including recurring issues such as poor connectivity infrastructure and underqualified human resources, as well as more recent issues including choosing the suitable Learning Management Systems (LMS) such as Canvas, Blackboard, Google Classroom or Moodle [7]. Therefore, research and activity related to the challenges and opportunities of distance language learning application and management is of high importance for Indonesian Future Education. With this in mind, the primary focus of this research is to explore the main factors behind the challenges, especially lecturers' resistance factors which contribute to the unsatisfactory implementation of distance learning. Since very little research has been done in this area in Indonesia, this study will be designed to uncover those factors. This is expected to contribute to addressing the resistance by giving possible solutions to the factors uncovered by the study.

This study aims to apply a critical and comprehensive analysis and give possible solutions dealing with lecturers' resistance factors to implementing distance learning in Indonesia based on their levels of communication technology mastery, pedagogy understanding and perceptions of distance learning. This research will give significant contribution to relevant field of studies such as material development, Computer Assisted Language Learning (CALL), and Mobile Assisted Language Learning (MALL) as well as new potential courses for preparing the lecturers to implement distance learning whole-heartedly.

2. METHOD

Prior to collecting the information of lecturers' resistance, to determine the current state of their resistance, this research will conduct extensive literature study and observation on the distance learning implementation of in a private university from both desktop and mobile application to produce a comprehensive understanding concerning technical, pedagogical, and psychological aspects of resistance in distance learning. Fieldwork will also be implemented in order to carry out in-depth interviews and giving questionnaire involving lecturers, faculty members,

and policy makers. This study will use quantitative survey instruments to measure the current levels of communication technology mastery of distance learning lecturers in Indonesia, while qualitative interview instruments will be used to examine lecturers' pedagogy understanding and perceptions of distance learning in Indonesia.

This study would like to invite lecturers in a private university in Indonesia who has been implementing distance learning in its seven faculties. Therefore, letters will be sent out to deans and head of departments to ask permission and to request data of all lecturers who implement distance learning as the research subjects. Once permission from deans and head of departments has been gained the lecturers will be asked and invited to participate in the study. Any lecturer who do not get permission or refuse to be part of the study will not be included in the sample group.

The sample group will be requested to complete an online questionnaire consisting of approximately 50 questions which should take approximately 30 minutes to complete. The online questionnaire includes a number of sections/scales addressing: communication technology mastery, pedagogy understanding, and perceptions of distance learning. Following completion of questionnaire, participants will be asked for appointments to have interview session for deeper understanding.

There is also the potential risk that participants may disclose information which could be viewed as personal private issue. For this reason before commencing the study all lecturers will be provided with unique identification codes for each of them. The information will be kept completely confidential and will be accessed by the researcher only. The reasons for providing the identification codes are twofold; first the study involves the collection of two pieces of data; the questionnaire data and interview data, therefore the codes will be used to collate all this information and store the data collectively in one data base. Secondly, the unique codes will be used to ensure speedy identification of participants' background. Once all the data have been collected, all pieces of information have been pieced together, and the data have been screened, names and codes will be cleared.

3. RESULTS AND DISCUSSION

Interviews are conducted by with the hope that optimal interview results will be achieved because the

interviewer understands the purpose of the interview, has high communication skills, and understands the mindset of the juniors and the respondent accepts them as equal. This requirement is important so that respondents are willing to express their abilities, desires and expectations.

The interview questions include questions about the respondent's introduction, abilities and habits of using computers, using software and networks. The results showed that all respondents are internet users. This is in accordance with the usage for learning in the sense of doing college activities. Most use a web browser application for learning, chatting and other communication activities. In a study on the length of time using computers, respondents use their computers more than 5 hours per day. The remaining use more than 3 hours per day, and some use computers less than 2 hours per day.

In terms of internet usage most respondents stated that they use computers to study, search for teaching materials on the internet, make papers and power points, most lecturers use the internet to communicate via e-mail, chat, facebook, and others. Some use for recreation. This statement is not described in detail. The possibilities in question are for viewing movies on You Tube, doing online games and so on. Even so, there are certain lecturers who state that they use computers to play games, few of them use them for online shopping and a small number use them for work, in the sense of selling online. Other respondents stated that they use computers for other purposes.

The question regarding the introduction of the distance learning application shows, few respondents said they knew about distance learning, almost all respondents said they did not know. Lecturers are familiar with this application even though most of them haven't used it. Lecturers who were selected to be the comparison had used it for one semester in the current school year and did not continue to use it again for reasons of frequent interruption of usage time. This will be analyzed at the end of the study and it is recommended to be investigated further for further refinement of distance learning.

About the distance learning application, while the course participants are only few lecturers with a rare frequency. A respondent was not clear on what course it was used for, possibly because it was only introduced by the lecturer and then not used further because the program experienced problems and under construction, so it could not be used further.

Respondents using distance learning stated that the program interface was good and quite good, the remaining half said it was bad. This shows the different tastes of distance learning lecturers and managers. The tastes of lecturers are different from those of lecturers who care for courses who say they are quite good, although in a sense it is not very good, it can be used this shows that the program interface is not attractive.

Questions about the ease and speed of access indicated most respondents stated that access to the program was easy, the rest said it was moderate. Moderate access to the program. This is different from the opinion of 4 respondents who stated that they were slow to moderate, even very slow when needed.

Most of the respondents stated that lecturers were ready to implement distance learning. A little more stated that the lecturers were partially ready, the remaining said they were not ready. The majority of lecturer respondents stated that they were ready to use distance learning, some stated that they were partially ready, the rest stated that they were not ready.

The question regarding the readiness of Hardware, Software and Network shows, based on theory and reality in the field, it was found that lecturers' perceptions of the need for Hardware and Software were in accordance with reality, thus that lecturers are technically capable and ready to use distance learning.

The results of interviews regarding lecturer readiness regarding software and networks showed that most of lecturers were ready with basic software, such as Microsoft office and commonly used software. Wi-Fi network is available on campus, so distance learning programs that use intranet can only be accessed from the campus area. The use of external modems and internet networks at home causes lecturers to expect to be able to access distance learning programs from anywhere, without limitation of time and place.

Most of the young lecturers are ready to switch to distance learning, some respondents who use distance learning are under forty years old. They have prepared hardware, software and networks as needed. However, in the observations of researchers, there are still many lecturers who are just ready to use computers only to prepare power points and write reports. The use of distance learning in different generations can still be overcome by the Module program, because it is relatively easy and simple. However, it needs assistance in further development.

The serious problem faced is network weakness. During the interview, the lecturer respondents said that when filling in teaching materials, the application was relatively easy to access, but when lecturers entered assignments into the program, the program became very slow and even tended to be unusable. It seems that this is the main obstacle for certain Department, while in other faculties, the same problem does not occur. The results of the researcher's analysis show that the number of lecturers per subject must be taken into management, especially in some Department, where the number of lecturers per class are so many one course can consist of two to six classes. Assigned assignments are rarely done in advance so that delivery of assignments is usually sent simultaneously at the end of the deadline. This causes the system and network to become congested and hang. The construction to increase bandwidth will only be a temporary solution.

The results of interviews regarding the perceptions of lecturers and lecturers about the possibility of using distance learning to replace conventional teaching methods in several Department, showed that a huge number of lecturers stated that it was impossible and some stated that it was possible with a note that there was time for face-to-face balance with the lecturer and the possibility of doing assignments in groups with fellow lecturers who take the same course. Lecturer respondents also gave the same answer, with a note that the program must operate smoothly and not repeatedly under construction so that it greatly disrupts the teaching and learning process, damages the image of the distance learning program and destroys work results through the program which is lost without backing up so that it must reworked from scratch.

Lecturers' perceptions of the benefits obtained from using distance learning include ease of access and materials, flexibility, saving time, and saving fuel and saving paper. Others said that the aspects were not stuttering in technology, fun, comfortable to ask questions, attractive, supporting learning, environmentally friendly. The lecturers' answers clearly show their perception that distance learning can be accessed from anywhere so that location transfer is not required. Some lecturers and lecturers mentioned the ease of making assignments by accessing the e-Library and e-Books via the internet

Lack of introduction to the distance learning program used causes lecturers to be unable to

determine the right perception of assessment with the learning process through distance learning shows, there is a need for socialization and proof that assessment through distance learning can be more fair and easy to obtain.

Perceptions of lecturers and lecturers regarding the constraints of implementing distance learning at the University, are sourced from the experience of using the internet in Indonesia and for users of the distance learning program, a bad connection is the first and foremost obstacle.

The next obstacle with the same percentage is Supporting Facilities and Networks. Some lecturers perceive lecturers as unprepared but more question the readiness and commitment of lecturers to implement distance learning. Lecturers do not comment on these two things, because they are still disturbed by connection, facilities and network problems that are not in accordance with the needs of implementing distance learning.

Other problems raised by lecturers include: the possibility that the lecturer is not honest, the assignment submitted is not the work of the lecturer concerned and the lecturer cannot prove it, the occurrence of a system error, the email is not necessarily received or received incomplete, lack of supervision of lecturers, and so on. The thing most lecturers perceive is the problem of dishonesty and the lack of direct interaction between lecturers and lecturers.

The solution that is expected to help solve the problem is infrastructure, the second thing that is considered important is training and socialization. Another thing that is suggested is that there is a special section that takes care of distance learning (help desk) with IT professionals with up to date networks and facilities, there are class meetings to deal with cheating, a strict schedule, there is a manual for using distance learning, gradual implementation and keep the virus up to date are also effective in warding off viruses on networks and distance learning programs.

4. CONCLUSION

In terms of hardware and software readiness, lecturers were deemed adequate, but there was a connection failure in the use of the distance learning application program, so it is hoped that additional bandwidth, powerful anti-virus, and modern and fast infrastructure and networks are expected. Lecturers perceive the

possibility of cheating in the use of distance learning. It is hoped that there will be physical interaction with lecturers not only through distance learning as well as special classes for face-to-face and group work. With the application of distance learning, the lecturers also hope that university system will make automatic backups of the work that is uploaded into distance learning platform.

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