

Emergency Remote Teaching Practices in the Perspective of Cognitive Load of Multimedia Learning Theory

Daniel Ginting^{1*}, Yusawinur Barella², Andini Linarsih³, Ross Woods⁴

¹The Faculty of Languages and Arts, Universitas Ma Chung, Malang, Indonesia

²Faculty of Teacher Training and Education, Universitas Tanjungpura Pontianak, Indonesia

³Faculty of Teacher Training and Education, Universitas Tanjungpura Pontianak, Indonesia

⁴Worldwide University California, USA

Email: daniel.ginting@machung.ac.id

ABSTRACT

The pandemic period encourages educators to adapt to various models of digital platforms. To promote learning, effective instruction delivery via multimedia should take into account how students process information. This study aims to make a sketch of how teachers teach students of higher education in emergency distance classes through the perspective of cognitive load of multimedia learning. This study has found that managing extrinsic and intrinsic load effectively affects students' retention and engagement in remote classes. Making the material concise and content-dense, chunking the material into small units and incorporating their schemes in the design of instruction stimulate students to engage in a deep learning.

Keywords: Cognitive load, prior knowledge, extraneous load, intraneous load, working memory

1. INTRODUCTION

None has ever imagined that the Covid-19 pandemic eventually makes schools and colleges shift into fully online classes. Some policies by the Indonesian government have been issued in order to prevent the potential transmissions of the Covid 19 virus such as *Surat Edaran* No. 4 of 2020 by the Minister of Education and Culture on March 24, Joint Ministerial Decrees on June 15, 2020, regarding the Guidelines for the Implementation of Learning for in the Academic Year of 2020/2021, the Amendment Policy on the Joint Decrees by the Minister of Education and Culture, the Minister of Religion, the Minister of Health, and the Minister of Home Affairs on 7 August 2020. In short, these policies have been made to anticipate negative precedents from the danger of Covid 19 transmission while continuing to ensure that learning and learning activities at all education levels can be conducted.

The transition to fully online classes during the pandemic presents both hope and challenges for educators. For example, [1], [2] have mentioned that teachers are not being technology friendly, lack interactive teaching, easy distraction, and technical

issues. They also have found that teachers' assessment could not be done properly when it comes to testing students' skills related to the skill courses (clinical and paraclinical aspects). [3] report that long-range class platforms offer flexibility. Whereas commonly perceived barriers to using online teaching platforms have included family distraction (26.76%) and poor internet connection (21.53%). [4] have found that there was no statistical difference between face-to-face and online learning in terms of opinions on the ability of the learning method to increase knowledge. E-learning was considered less effective than face-to-face learning in terms of increasing skills and social competencies. Moreover, students assessed that they were less active during online classes compared to traditional classes. However, [4] said that E-learning was rated as enjoyable by 73% of respondents. In the Indonesian context, [5] found that several factors that determine the success of long-distance classes during the pandemic are the readiness of technology in line with the national humanist curriculum, supports, and collaboration from all stakeholders, including government, schools, teachers, parents, and the community. Based on the results of this study, we can conclude that the implementation of remote classes is one

of the best choices from the other options by considering the prevailing constraints and limitations. To maximize distance class activities, this requires a process of evaluation and quality improvement of the online classroom learning process on an ongoing basis and the cooperation of all parties from the government to all members of the community.

Numerous students become the subjects of the study since they are also affected by the current remote teaching policy. Needless to say, they directly receive the transfer of knowledge and skills teachers convey through their online classes. Yet, they can be said to provide valid information about the quality of these online classes: they have relatively better technological skills than teachers in the context of this technology-based online classroom [6]. Furthermore, this study is aimed to investigate some factors making remote teaching run effectively during the pandemic.

Various models of emergency remote learning have been implemented by many educators. One of the previous studies used as a reference for this research is research conducted by [7]. The teachers used WhatsApp, Schoology Hall, Google Classroom, Zoom, Google Meeting, Discord, Google Form, My Classroom, and Jitsi as learning media. The research focused on learning methods, material delivery, media, the intensity of the number of assignments, and interactions during online lectures. The result of this study found that participants gave positive responses to online learning conducted by universities. Another study was conducted by [8]. Their research was related to handling, didactic benefit, motivation, and overall assessment. In this study, [8] used a new online video conference system (Webex Meetings, Cisco Systems, Dusseldorf, Germany), while for asynchronous formats, Schlenz uploaded the instructional videos that were dubbed using the teacher's voice.

Despite the fact that the remote teaching practices during the Covid 19 pandemic have become a trending research topic and thus attracted numerous authors to study, few have extensively discussed how teachers develop effective online classes in emergency situations. This paper is aimed to fill in the gap by highlighting some insights from language teachers teaching in the current remote language classes; some educational issues such as preparing assignments, presenting teaching materials, conducting teleconference, giving feedback, dealing with teachers' personalities are discussed.

2. REVIEW OF RELATED LITERATURE

Emergency remote teaching (ERT) is an educational approach that describes the way teachers nowadays are doing their instruction delivery via the internet during Covid 19 pandemic. It is now always easy for teachers and students to face this rapid transition to fully online

learning. For example, [9] have reported that ERT brought negative impacts on student learning, engagement, and mental well-being. Lack of motivation and engagement, personal scheduling, faculty communication, and increased stress and anxiety are among major problems during the ERT practices. Despite the challenges, [10] found that teachers managed to adapt to a new e-learning environment: they trained themselves to become autonomous learners: by getting the information from various sources such as the internet, articles, journals, friends, and experts from the seminars. [11] have also reported that teachers teaching performative skills in the laboratory were quite adaptive to create responsive curricula of virtual learning so that students were engaged in online learning. Realistic views regarding ERT were also shared by [12] who mentioned that educators needed to promote leverage the affordances of online learning. As such, all aspects of any extended switch to online are sustainable.

Nearly all schools and higher education go online nowadays, the question is then "what makes their instructions in remote teaching effective?" Obviously, multimedia are digital platforms that teachers use to deliver their instruction to the students. Multimedia is a powerful tool for educators to use to develop lessons and materials [13]. Multimedia can stimulate learning paths by offering information through pictures, written text, sound, animation, and video. Yet, to what extent students are able to process information from multimedia is worth considering.

Cognitive Load Theory (CLT) [14][15] views that teachers should take students' cognitive limited capacity into consideration when delivering effective instructions. First, it is called extraneous load or extrinsic load. This is a sort of cognitive load that distracts the learners' attention from learning due to unnecessary elements in the teaching presentation. They could be in the form of background music, irrelevant decorated animation, flowery speeches, etc. These kinds of stuff split learners' attention and thus consume their limited working memory capacity to process the information [16].

The second is called intrinsic load. By intrinsic, the tasks presented to the learners are implicitly difficult to understand. For example, novice English learners might complain about completing the structure and written question items in TOEFL because they find numerous sentence structures unfamiliar. They must interact with numerous elements at once (subject and verb agreement, present/past participle, adverb of time and clause connectors, inverting subject and verb in negative expressions, etc. An element refers to "anything that needs to be or has been learned, such as concept or procedure" [17].

The third is called germane load. Germane load is load that stimulates learners to learn. The learners are able to connect the tasks/elements with their schemata,

select the relevant schema and solve the problem. As they do that, they no longer make working memory resources exceed the capacity [14]. The automation of the schema makes them able to accomplish the task. The effective use of multimedia learning is then dependent on how much the teachers can manage their instructions in relation to cognitive load management: extraneous load, intrinsic load, and germane load. In short, to obtain effective instruction, it is important to consider the flexibility of learner's limited working memory to process the information to accomplish the tasks. Cognitive load plays important role in multimedia learning as viewed by CLT perspective [14][16][17]. Nevertheless, how flexible teachers should anticipate during their instruction is somewhat difficult to answer. [18], who have done rigorous reviews on contemporary research on multimedia learning mention that there is no clear conceptualization or measurement of working memory. Instead, only general subjective measures containing one or very few items have been used to measure cognitive load. Thus, reducing extraneous load, eliminating inane load, and maintaining load in the instruction are keys to successful learning. As such, developing and delivering effective multimedia instructions should consider some principles.

The first is called the coherence principle. This principle demands a relevant and suitable presentation of the content of the instruction [19]. Any unrelated information in the instruction should be eliminated. For example, in online articles, you might find multiple advertisements and pictures that serve no actual purpose. They are included just to make the item more attractive. Or just think about when you're trying to study while at the same time you are disturbed by the dogs barking, cars honking, loud music, or talking.

In the same, when our teaching instruction contains those unnecessary things, we make our students desperately put the pieces together. The scene is full of conflicting information. That makes their brains work harder. Their brains move into overload since all of the unnecessary content blocks the ability to learn the essential content [20]. When extraneous material is excluded, the learners engage in less extraneous processing. This leaves more capacity for essential and generative processing.

The second is called the redundancy principle. Unlike the coherence principle dealing with unrelated elements, the redundancy principle deals with related yet redundantly similar elements attached to the instruction contents [20]. Why is redundant? It is because we give the same issue or the same information concurrently to the same topic. When teachers provide material with animation (graphic) and narration, their students, in general, can learn it well. Maybe the next day, the teachers come up with an idea "Why not giving some more additional texts to the narrated animation

presentation in the hope that students get more information about the topic".

However, doing such a thing, in turn, simply makes the instructions ineffective. Why? Not only do you waste your time giving the same things but also you make learners attract by printed words and may pay less attention to the accompanying graphics. In fact, the learners can't focus when they both hear the narration and see the graphics and the text at once during a presentation. Eliminating such redundant information gives more space for the learners to use their limited work to process the information. That helps them to learn the topic better.

There may be situations in which redundant on-screen text makes pedagogic sense. It happens to the students who are non-native speakers. They have a hearing impairment or when the words are too technical or hard to pronounce. That is an exception.

The third is called the signaling principle. This principle refers to the way teachers give cues to guide learners' attention to the relevant elements of the material or highlight the organization of the material [20]. Signaling can be in the form of text-based cues (italics, bold, underline), pictures-based cues, vocal cues, or might include cueing elements in written text and pictures that go together. For signaling techniques, just use heading, words like first, second, third, or using bright bold text colors, or arrows to point to important content. That would be a good idea. Again, they help direct learners' attention toward the essential material. Thus, they decrease extraneous processing. This leaves more capacity for generative processing, leading to meaningful learning outcomes.

The fourth is called contiguity principles. Simply stated, the contiguity principle is to "align words to corresponding graphics." This means that a graphic (on-screen) that is the major subject should not be physically separated from the text. In the same way, audio should also be aligned temporally with graphics [20]. Essentially, this principle teaches us about how to help students to connect visual materials with verbal materials by way of making them closer (spatial) to each other and avoid time delays between them.

The fifth is called segmenting principle. Teachers are often very passionate about teaching. As a result, they provide so many materials to students. In addition, teachers might say, "Well, we do it because of the demand of the curriculum". Maybe there is nothing wrong with the curriculum, but we need to pay attention to how to present the content of the teaching material proportionally. Suppose I ask you to remember fifteen numbers at a time. Can you memorize it? If I gave you the number 55554444333221, how would you make yourself remember the numbers accurately? You might divide those numbers into meaningful units. You start

writing 5555/4444/333/22/1, and you can remember it. What you are doing is to chunk. Segmenting principle allows the learner to move at their own speed and digest the information at the speed that works best [20]. It allows the learners to engage in essential processing without overloading the learner's cognitive system.

The sixth is called the pre-training principle. Generally speaking, this principle allows the learners to "know the name and characteristics of key concepts before they learn something new". The pretraining principle is relevant in situations when learners are trying to process the essential material in the lesson that would overwhelm their cognitive system [20]. In these situations, involving complex material, it is helpful if some of the processing can be done in advance. In short, the pretraining will help them, especially beginners. It reduces the time to learn some knowledge and helps them to manage some complex materials. Key concepts are identified. They are presented prior to teaching the main lesson. It helps learners to manage their processing of complex materials.

The seventh is called the modality principle. It is not uncommon for us to hear students complain about power points teachers have shared in online classes. The teacher share graphics with printed words alone. They thought the students understood such content. That is against the modality principle. The modality principle is "present words as speech rather than on-screen text" [20]. Learners will learn better when new information is explained by audio narration than on-screen text, especially when the graphic is complex, the words are unfamiliar, and the lesson is fast paced, not under learners' control. With the text alone, the students may experience an overload of their visual/pictorial channel when they must simultaneously process graphics and the printed words that refer to them. If their eyes must attend to the printed words, they cannot fully attend to the animation or graphics--especially when the words and pictures are presented concurrently at a rapid pace, the words are unfamiliar, and the graphic is complex. If the presentation of graphics with the printed words is concurrently added with narration, the learner is then able to off-load some of the cognitive processing from the visual channel – which is overloaded – to the verbal channel – which is not overloaded. The arrow from "words" to "eyes" is changed to an arrow from "words" to "ears," thereby allowing the learner to use the "selecting words" and the "selecting images" arrows rather than just the "selecting images" arrow [20]

The eighth is called the multimedia principle. This principle points to the importance of the integrated concurrent material (words and graphics) to learning, rather than just text or graphics alone. This material promotes learners to engage in relevant cognitive pressing: They mentally organize the material into a coherent cognitive representation and integrate the

material with their existing knowledge. Learners may engage in less in-depth learning with just text alone, not connecting what they have read with new or prior knowledge [20]. By combining these two processes learners are engaged in in-depth learning and stay in memory longer. Too many visuals or too many texts can overload the learner. Thus, it is important to be a balance between the two. The material should always relate so that they will not confuse the learners' learning process.

The ninth is called the personalization principle. In E-learning the instructor is an on-screen character who interacts with the learner. Pedagogical agents are on-screen characters who help guide during an e-learning process. Agents can be showed visually as virtual images or as cartoon-like characters; they can be represented verbally through human recorded voice or printed text. They can be representations of real people using video and a human voice. The benefit of applying the personalization principle is that it helps provide the teacher with a sense of presence in the online classroom [20]. By contrast, instructional text that uses a formal, impersonal, third-person style tends to make the author seem invisible. Conversely, a conversational style and the use of the first-person narrative make each student feel as though the teacher is communicating directly with them. Personalization promotes more active processing of the new information by having students relate the material to themselves, thus creating deeper memories of the learning experience. An additional interpretation is that when students are induced to believe that they are participants rather than observers of the learning environment, they become more engaged in making sense of the learning materials. Personalized messages may help to learn by influencing students to spend more effort on the task.

The tenth is called the feedback principle. Meaningful learning may not occur if students are not given appropriate feedback about their understanding [20]. Feedback messages, to be effective, should stimulate the cognitive processes necessary to gain deep understanding. The effectiveness of multimedia learning will depend on the relationship between the amount of feedback given by the system and student's prior knowledge. Explanatory feedback encourages essential and generative processing by guiding students' selection and organization of new information when no mental model is available. Although the studies reviewed in this section did not include affective measures, we cannot discard the potential motivational effects of presenting students with Explanatory feedback. The feedback that provides students with information about how their performance can be improved is found to lead to greater intrinsic motivation, task engagement, and persistence than performance feedback. Therefore, the feedback principle may rely, at least in part, on the facilitative effect that increased motivation has on learning.

3. METHOD

This present study employed a survey as a research design. The data were obtained through a Google form questionnaire, distributed among the students from the X study program and the Y study program. In the introductory section of the questionnaire, initial explanations about the purpose of the study were given to measure the student satisfaction level with the quality of lecturers' academic services during the online teaching process during the odd semester of 2020-2021. The author also emphasized that the results of the questionnaire had no effects on the students' final scores. This information was also conveyed in the introductory part of the questionnaire so that they felt comfortable and honest to fill in their answers to the questionnaire.

There were approximately twenty-seven (27) responses given by the students from the Y study program and eighty (80) responses from the students of the X study program. They were still studying in the first semester. They were purposively selected to study because they had no interaction experience with the lecturers they rated. Thus, this was to prevent the potential bias from happening during the data collection of the study.

The questionnaire link was distributed to the students in the first week of November 2020, through WhatsApp groups. In the online questionnaire, the students were asked to assess the quality of their teachers' online teaching using six aspects such as teaching material, numerous assignments, form of assignments, online teaching methods (teleconference), feedback on student work/assignments, and the personality of the lecturers. The questions in the online questionnaire were weighed on a scale of 1-4 where 1 was meant to be very dissatisfied, 2 dissatisfied, 3 satisfied, and 4 very satisfied.

Data triangulation was carried out through interviews with two students from the X study program and two students from the Y study program. Questions for the interview were made in an open-ended form (see attachment). The interview questions were conveyed via WhatsApp from the four students. Furthermore, the interview data are collected and analyzed thematically to get the essence of the phenomenon of online teaching and learning activities as the object of this research.

3.1 Statistical Validation

Statistical validation was carried out to investigate the significant differences in the average performance of the lecturers from the X Study Program and the Y Study Program. While the data normality test had been previously carried out to measure the feasibility of the data, the independent sample t-test analysis was performed subsequently using SPSS 16 version. The

results of Levene's Test for Equality of Variances showed that the significant value (2 tailed) was 0.0.13, which was less than 0.05. Thus, it was concluded that the average performance of lecturers X significantly overrated lecturers Y's in providing the online learning academic. While the mean score of lecturers from study program X was 21.23, the mean score of lecturers from study program Y was 22.64.

Table 1. The result of the Independent Sample T-test of academic services by the lecturers from the X study program and the Y study program

	Lecturer	Number	Mean	Std. Deviation	Std. Error Mean
Performance	Y	27	21.33	3.174	.611
	X	80	22.64	1.950	.218

4. FINDINGS AND DISCUSSIONS

Although the lecturers from the X study program perform slightly better than those from the Y study program, their overall performance can be said to be relatively satisfactory (see Table 2). Their performance was evaluated based on material preparation, assignments, synchronous teaching skills at the teleconference, their feedback to student work, and their personalities.

Figure 1. The online teaching performance of teachers from the X and the Y study program

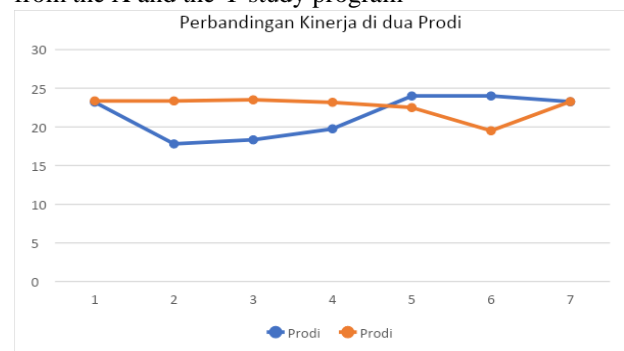


Table 2. The Performance of the lecturers from X study program and Y study program

Lecturer Y	performance scores	Lecturer X	performance scores
A	23.2	H	23.36
B	17.8	I	23.36
C	18.33	J	23.5
D	19.75	K	23.18
E	24	L	22.5
F	24	M	19.5
G	23.25	N	23.27

No	Interval	Description
1	4—9	Very dissatisfied
2	10—14	Dissatisfied
3	15—19	Satisfied
4	20—24	Very satisfied

4.1 Effective Instructional Design

In this present study, the respondents are asked the types of teaching materials they prefer. They have admitted that good materials should be those that offer benefits to improve their competence. For example, those materials should be relevant to the teaching objectives of the course. The content should be easy to understand; yet they are made clear and concise, summarizing all important points of the new concepts being taught by the lecturers. Based on student reports, the lecturers who taught them were not in a hurry to provide too much teaching material. Instead, the materials are divided into several parts. The students are asked to learn parts of the topic via video. At the next meeting, as the teacher holds a teleconference, they begin to discuss with the students. This chunking technique is especially effective in online classes where students can share their attention with new topics [20]. The chunking or segmenting technique makes new elements which are difficult less challenging for the students to digest [15].

Providing initial information such as learning objectives, references, along with topics from the module will make it easier for students to identify essential elements of online classes. This strategy is to provide a signal to students so that they can direct their attention to this information [19][20]. By using the signaling technique, the teachers help the students focus on the important parts of the online class. As the students are engaged in essential information from the instruction,

they save their limited working memory to learn the essentials [15].

To help to understand the material, the material should be presented in simple language. For example, lecturers paraphrase "foreign" terms or new concepts with terms they can hear. In fact, if necessary, Indonesian is still needed, especially in foreign language classes. In addition, the up-to-datedness of the teaching material content needs to be considered. The lecturers have presented the materials based on the current situation or life experiences close to students. The relationship between concepts and life experiences that are familiar to students is an effective strategy to generate generative load [20]. The students are exposed to new elements (new topics); however, they can connect with their activated schema (background knowledge). The students are challenged to engage in meaningful learning activities, constructing new schema through problems/tasks the teachers have given.

"Because the material given by lecturer XX is useful and relevant. The materials provided are up to date (for example, using the Kurzgesagt YouTube account which is interesting for me)".

(A, Student of X Study Program, 1st semester)

"The material from lecturer YY is easier to understand because it is delivered in Bahasa Indonesia".

(C, Student of Y Study Program, 1st semester)

Furthermore, the content of teaching materials should be made varied. Variations are, for example, intended to be presented in different materials forms such as videos or e-books, and podcasts. If the materials are varied, this could anticipate learning boredom. In addition, students also expect that the content of the material should be made in such a way that stimulates students to think critically. This is in line with [21] who stated that providing various learning materials in the online learning process is very useful for students in understanding learning concepts more easily.

"The material from lecturer XX is more interesting and fun. The materials are also varied, which makes me more open-minded".

(B, Student of X Study Program, 1st semester)

Meanwhile, student B from the Y study program has said:

"The material provided by YY lecturers is more to hone thinking styles. From the material given, there are assignments that encourage me to train self-confidence during presentations and hone my thinking style. The form of assignments given is like a student is given a topic

then we are asked to present a presentation in the following week (eg given a topic about learning theory and each student must present the topic in the next meeting) ”.

(C, Student of Y Study Program, 1 st semester)

Departing from these findings, we conclude slight differences in terms of teaching material presentations of the lecturers from the X study program and those from the Y study program. The lecturers from the X study program emphasize the relevance, current, and variety of material, meanwhile, the lecturers from the Y study program emphasize convenience presentation and the importance of the material that hone students' reasoning power.

Our results were in agreement with a study by [21][22], in which a significant difference was found related to teaching materials presented to the students. The results found that students like the various learning materials provided by the lecturers to them. The various ways of presenting the material help the students understand the concept more easily. In their study, most students found it to be helpful, whereas 8% of students felt that the online content of teaching materials is not helpful. Contrary to the results of research conducted by [23] about various media that can maximize online learning. From the results of their research, 17% of students chose to disagree, 45% of students chose to disagree, 31% of students chose to agree, and only 7% of students chose to strongly agree that all media can optimize supported online learning. Students assume that online learning materials by providing varied teaching materials do not provide maximum benefits in their learning process. This is because they are new to the online learning process and each course has different media or applications so that it confuses students to understand all of them.

Providing variety is important in delivering teaching instructions to students. However, providing subject matter with different modalities must be handled with caution. Students will get many benefits from variation if the teacher is able to off-load the consumption of cognitive energy from textual material to narrative audio material [14][19][20]. A modality technique whereby a pictorial channel saturated with text information is transferred to the audio channel, that makes the efficiency of instructional design variation justified. On the other hand, variation will be ineffective if the teacher provides too much of the same information with various modalities [20]. For example, apart from text, the teacher provides animations, videos, infographics where all the information is the same. This variation results in split attention: students must reconcile redundant information.

4.2 Provide assignments that are measurable according to student abilities

During the current Covid-19 pandemic, students are indirectly required to be more independent and disciplined with virtual learning, so that the learning process can be carried out anywhere without any time constraints. Giving assignments is another hot topic among the students. Lecturers generally have the belief that assignments are effective tools to help students to learn. Assignments help the students to practice so that they achieve certain competencies. The belief of these lecturers is so strong that nearly all of them never miss giving assignments to their students. To reinforce the imperative nature of the assignments, they give instructions that the completion of the assignments would count on the students' scores. Values reflect the gradation of student achievement towards these competencies as well as serve as a driving force to motivate students to do it seriously.

Completing assignments is one of the online class issues that the students often complain about. For example, not a few of them perceive that the lecturers have given too many assignments. They complain about completing these assignments every week. They also have reported that the deadlines for submission (4-7 days) are too short. In fact, assignments such as preparing essays, reports, videos, and reports are very demanding. They wish they could have the deadline for these assignments to be extended so that they are able to do preparation.

For other students, however, doing assignments prepared by certain lecturers are quite enjoyable. For these students, these assignments are usually made practical yet relevant for them to learn and complete. “Practical” means that these assignments are not heavily loaded with a lot of preparations (level of difficulty), relevant to the student's ability (competence and time), and flexible enough to complete. For example, individual students are assigned to make up short essays of 300 words. For them, this assignment is quite realistic that they are able to complete.

Even if certain assignments are made more challenging (more numbers of words), the lecturers assign them to do it in groups. Sometimes, the lecturers are willing to extend the dateline for the submission.

Regarding the assignment, student A from study program X has said:

“Lecturer XX gives fewer assignments (usually only around 300 words) and provides sufficient deadlines. Usually, we are given one task per meeting, although there is not always one. The deadline for assignments is usually around 3 days, but lecturer XX is willing to delay time if we have a lot of assignments. When given a task

that is quite difficult, he usually assigns the task in a group”.

(A, Student of X Study Program, 1 st semester)

Regarding the assignments, student C mentions:

“The tasks given are not too many so that the work can be maximized”.

(C, Student of Y Study Program, 1 st semester)

- “About 3 out of 4 courses that he teaches”.

(B, Student of X Study Program, 1 st semester)

“Because each meeting is only given one assignment and we are told to make a presentation in the next meeting. 1 task to be presented next week”.

(D, Student of Y Study Program, 1 st semester)

4.3 Interaction in teaching in a teleconference session

A good learning process is not only supported by the presence of teachers in the classroom. Students will not feel close to other students due to the lack of pleasant interactions from teachers during the online learning process. For this reason, a teacher must be able to interact well with her students in various ways, such as provoking students to express their opinions, responding to other students’ opinions, giving more discussion, and even expressing their feelings during the learning process [22]. Giving attention and intensively communicating with the students will be a factor that affects the development of students’ confidence. It is also important in stimulating students’ satisfaction.

Teaching students via teleconference is one of the teaching techniques commonly practiced by lecturers during online classes. According to the students, there are commonly two kinds of lecturers when it comes to teaching the students using teleconference. The first group of lecturers usually makes use of teleconference as a routine activity based on the schedule set by the faculty. For these lecturers, doing teleconferences is the same as face-to-face classes. They set schedules, record an attendance list, and take over all minutes of the teleconference session. Unlike the first group, the second group of lecturers usually makes teleconference as a part of their online class. They do not regularly run teleconferences with their students all the time. Instead, the teleconference is arranged once in two weeks or anytime based on the current needs of the lecturer or requests from the students. For instance, the latter usually takes place because the lecturers need to review the

current results of the tests. In addition, the students can learn from their mistakes and do better in the future. Regarding the teleconference issue, student A has mentioned.

“He teaches in a relaxed language and speaks fluently. We feel comfortable talking to him. We are also invited to communicate during the learning process, not just listening, so we don't get sleepy during lectures”.

(B, Student of X Study Program, 1 st semester)

Meanwhile, student B says:

“Because there is frequent interaction between lecturers and students”.

(D, Student of Y Study Program, 1 st semester)

In contrast to research conducted by [24], 49% of participants stated that communication or interaction with lecturers in distance learning did not go well. Difficulty staying focused in listening to lecturers’ explanations was also reported in this study. [24] reported that this is due to several factors, such as lack of communication and interaction in the form of group discussions in virtual learning, network disruption, and the performance of lecturers who are responsible for remote teaching and learning [24].

4.4 Feedback

Feedback is not only related to the act of assessing the results of student work by providing comments but also guiding them through explanations so that students arrive at certain competencies. They will spend time paying close attention to student work, looking for weaknesses, and showing ways to overcome them. This process requires patience and persistence from the lecturers. From the results of the interviews, students really liked this kind of learning process.

“The form of the assignment is quite good, reviewing a video from YouTube. At first, I could not understand very well in doing this. However, lecturer XX mentored us every week and eventually, my grades started to improve. This review trains me to provide opinions.; Podcast. For the subject, we were asked to read a script/tongue twister and upload it. After being collected, lecturer XX shows and provides feedback on our mistakes in the form of a short essay. In a CCU class, we were asked to write an essay on “how should you adjust your behaviour if you are given a job in Japan as an English teacher?” This assignment led me to undertake an analysis which broadened my horizons regarding Japanese customs/behaviour”.

(A, Student of X Study Program, 1 st semester)

"In my opinion, lecturer XX provides detailed feedback on the ear and speech class. He showed me the words that I did not know how to pronounce correctly. But for other assignments, I am usually only given "well done" if my score is 90 and above. I want to get more feedback, like what I need to improve in that assignment. But if there is an error/something that can be corrected (usually when my score is below 90), I am given feedback".

(B, Student of X Study Program, 1st semester)

"If we don't understand the material and we ask lecturer YY, he will explain again in detail and in a language that is easier to understand".

(C, Student of Y Study Program, 1st semester)

In contrast to research conducted by [22] where 33.4 % of participants felt that the teacher did not play a role in providing feedback on the assignment that was given to them during the online process. The Learning Management System they are using today automatically provides the assessments so that the teachers more focus on how many tasks should be given to the students. Feedback is a method that the teacher provides to give instructions to students about what they have done on tasks. For students, feedback becomes a reference for correcting mistakes and making improvements. Corrective feedback is good; however, the teachers must provide elaborative feedback [19] that shows a clear explanation about what their students have done. The students learn from their mistakes and eventually learn to avoid making the same mistakes in the future.

4.5 Personalization

A teacher should have a personality that can adapt to all social environments around her. As an educator, a teacher must be able to adjust the right time when to speak assertively to the students and when to speak casually, so that the learning process can run smoothly without making the students feel tense [25]. In the last section, the writer asks about the personality assessment of the lecturers which makes them feel at home in learning. Student A from the Y study program has said:

"Lecturer XX is able to make us laugh and speak casually in class".

(B, Student of X Study Program, 1st semester)

The B from the X study Program mentions the following statement:

"Every question was answered patiently by lecturer YY. If you do not understand about the material, then it

will be explained again.; the explanation of the material is given in reasonable time".

(D, Student of Y Study Program, 1st semester)

Having a pleasant personality is an important element of pedagogical principles. In online classes, friendly teachers create a safe and fun atmosphere for students to interact with. When students feel safe and happy to study in an online classroom, the teacher can stimulate them to learn interactively, increasing engagement through discussion. A friendly personality using informal language and maintaining the respect and self-esteem of students is a personalization technique. With personalization techniques, students feel comfortable and feel part of the community of the online classroom [19]. Personalization techniques, apart from being conveyed in an informal language model, can be demonstrated by increasing the visibility of the teacher's face when making videos. Visibility, showing a girlish face on the video, makes students think that their teacher is interacting with them. As a result, the sense of social presence is getting stronger [15].

5. CONCLUSION AND SUGGESTION

This study presents a sketch of the practice of instruction in emergency distance teaching during the pandemic from the perspective of the cognitive load of multimedia learning theory. First, a simple but clear instructional delivery motivates students to study the material seriously. Focusing on important information means lightening the workload of the student's brain to think. In fact, providing initial information about learning objectives, learning methods, assignments, etc. is an effective way of guiding students to important aspects and making them better prepared for distance learning. Variation is not only related to the variety of modalities but especially with the choice of the appropriate modality for instructional materials. Teachers must be able to organize material in a balanced way between visual material (text, animation, and images) and audio input (narrative explanation). When balanced, students enjoyed receiving text input (pictorial channel) and sharpening their understanding through receiving audio explanations (auditory channel). Another thing is that the feeling of comfort from personalization techniques such as the use of informal language and interactive teaching models increases the social bond between teachers and students. Furthermore, monitoring student learning progress by providing consistent and elaborative feedback is another factor that teachers must do in remote classes. Students not only understand right or wrong but also need to get a complete explanation of their mistakes. They learn from this feedback and make future improvements.

This study has limitations in the number of research samples and supporting data. The samples selected for research are limited to students studying in two study programs. Meanwhile, supporting data such as direct observation of teaching activities in remote classes is not carried out. Therefore, the conclusions of this present study must be understood with caution. For future research, other researchers who are interested in the topic of multimedia learning can draw some more samples with some demographic information such as technological readiness, types of multimedia, and so on.

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