Online Learning During Covid-19 Pandemic
A Case of Tarakan Vocational High School Students in Indonesian Language Learning

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ABSTRACT
This research aimed to investigate the implementation of online learning intensely during the Covid-19 Pandemic in one vocational high school in Tarakan, North Kalimantan, Indonesia. This research focused on teachers' and students' implementation of online language learning. This research was descriptive research that collected data from documents, observation, and interviews. The data wereanalyzed through a coding system and qualitatively described the research result. The results showed that both the teacher and the students admitted that online learning gave useful learning alternatives during the study from home and the challenges. They needed more time to adapt to the learning platforms. An unstable internet connection and internet quota were the biggest challenges in conducting online learning. Students' attitudes and motivation during online learning were also one thing that should be consideredin selecting the online platforms and adjusting the learning material.

Keywords: Online Learning, Covid-19 Pandemic, Vocational School, Language Learning

1. INTRODUCTION

The government has determined health emergencies and the implementation of Large-Scale Social Restrictions (PSBB). With the issuance of this regulation, all regional heads are asked not to make policies that are not coordinated. This social restriction is one way to deal with the Covid-19 outbreak in breaking the chain of its spread. This Large-Scale Social restriction is stipulated in the Health Quarantine Law Article 59 Paragraph 2 in 2020, which states that the purpose of this regulation is to prevent the spread of disease. These public health emergencies are occurring between people in a specific area.

Furthermore, the Health Quarantine Law Article 59 Paragraph 3 of 2020 explained that these large-scale social restrictions include school and work vacations, restrictions on religious activities, and restrictions on activities at the place or place. This has resulted in the learning time being unable to be carried out at home. Therefore, learning must be done in each house (study from home). One of the things that must be done is online learning so that learning activities can continue.

The use of virtual learning in the distance learning process is believed to make learning more comfortable; it can communicate directly so that the material is easy to accept [1]. However, to carry out online learning, adequate facilities and infrastructure are needed, for example, an internet network, smartphones, laptops, and computers.

This condition makes education observers design various distance education methods; this is done so that education implementers have various alternative ways of providing learning to students. Distance learning is learning that is carried out without face-to-face or what is commonly called online learning or online. Media that can be used in distance learning is attractive, comfortable, and can be used anywhere. Learning will be varied, not monotonous, not dull, and not hindering the transfer of knowledge.

Online learning emphasizes students to have their activeness and initiative in learning. This will later help students learn and understand lessons better to achieve optimal academic achievement. Academic achievement from a social cognitive perspective is seen as a

complicated relationship between individual abilities, self-perception, assessment of tasks, expectations of success, cognitive strategies and self-regulation, gender, parenting style, socioeconomic status, performance, and individual attitudes towards school [2]. This shows that individual academic achievement is determined by two factors, both external and internal. Learning is controlled by external aspects and self-regulated internal aspects [3]. Therefore, learning must be understood as an active, constructive, and self-regulated process [4]. Thus, individuals who learn will get good academic performance if they are aware, responsible, and know-how to study effectively or have a good self-regulation strategy (self-regulated learning).

Online learning is an educational innovation to answer the challenges of the availability of varied learning resources. The success of a model or learning media depends on the students' characteristics [5]. The advantage of doing online learning is increasing the level of interaction between students and lecturers / teachers. Learning can be done anywhere and anytime (time and place flexibility). It can reach students in a broad scope (potential to reach a global audience). Online learning ismore comfortableenhancing and storing learning materials (easy updating of content and archiving capabilities) [6].

The advantage of using online learning is independent, high interactivity, able to increase memory levels, provide a more learning experience, with text, audio, video, and animation all used to convey information, and also makes it easy to convey, update content, download, students can also send e-mails to other students, post comments on discussion forums, use chat rooms, to link video conferences to communicate directly.

One of the free and familiar applications to be applied is the Google Classroom application. According to Arizona(2020), online learning that is implemented using the goggle classroom media allows teachers and students to carry out learning without going through face to face in a class by providing learning materials (in the form of PowerPoint slides, e-books, learning videos, assignments independent or group), as well as assessment. Teachers and students in this application are allowed to interact through discussion forums (streams) related to material problems and interactive learning. Even recently, the Google Classroom application includes Google Meet, which made it possible to conduct video teleconferences. Learning using google classroom media is overall quite useful with a tendency level of 77.27%. Sari also carried out the results of research on the use of Google classroom media in 2019, where her research revealed that the effectiveness of

learning was influenced by the ease, usefulness, and quality of Google Classroom services [8].

Several applications can also help teaching and learning activities, for example, WhatsApp, zoom, web blog, Edmodo, and others. The government also plays a role in addressing inequality learning activities during the covid 19 pandemics. Launching the official website of the Ministry of Education and Culture of the Republic of Indonesia, there are 12 platforms or applications that students can access to study at home, namely Learning Houses; Our table; I can do; Indonesiax; Google for education; Smart class; Microsoft office 365; Quipper school; Teacher's room; Your school; Zenius; and Cisco Webex.

From the explanation above, the researcher was interested in investigating the implementation of online learning in one of the vocational high schools in Tarakan, North Kalimantan, Indonesia. This research focused on online platforms used during the study from home and teachers' and students' perceptions about online learning during the pandemic Covid-19.

2. METHODOLOGY

The researcher used descriptive qualitative with documents, observation, and interviews to reveal online learning in language learning[9]. This research was conducted in one vocational high school in Tarakan, North Kalimantan, Indonesia. The researcher coded the data (open, selective, and axial) to answer the research questions with qualitative data analysis stages from Miles, Huberman, and Saldana(2014).

3. RESULTS AND DISCUSSION

Learning during the Covid-19 pandemic in vocational high schools was carried out online, both synchronous (direct) and asynchronous (indirect). Through online learning, students can learn as usual and not miss the subject matter because they feel more flexible. However, students' online learning is not entirely welcomed because some students think that online learning has a higher level of difficulty than conventional learning. This is coupled with demands for internet quota, which must always be available. This is the most significant difficulty experienced by students.

Other obstacles faced are the poor internet connection in the area where students live and the availability of learning devices such as laptops. Students feel that understanding the material is relatively better in the face-to-face learning process directly in the classroom. Another obstacle is that not all teachers and students are ready to quickly operate the online learning system, including preparing digital learning materials.

During pandemic times, learning is entirely done online. The main applications used are google classroom, zoom, google meeting, youtube, Edmodo, quizzis, and other platforms. The following graph shows the percentage distribution of online platform usage.

Diagram 1. Online platform used during the study from home
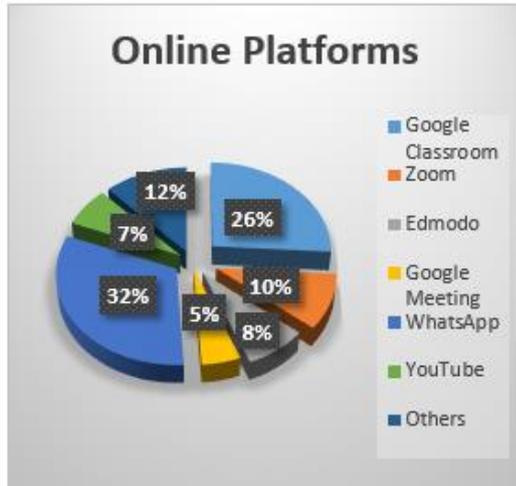
The diagram above shows that the google classroom and WhatsApp applications are used more often, with 32% and 26%. Zoom and Edmodo are 13% and 8% of the alternative platforms used after Google Classroom and WhatsApp. Google meetings and Youtube are the platforms with the lowest percentage used in online learning, namely 5% and 4%. Other platforms earn a percentage of 12%.

Online learning conditions were not as ideal as face-to-face learning. An unstable internet connection and student motivation to learn became obstacles in the online learning process. However, overall, the majority of students were becoming more active in the learning process. The advantage of online learning models over conventional models was that learning times were more flexible. Although the level of effectiveness could not be measured with certainty, online learning was usefulfor the students' scores. Student learning outcomes were marked by the achievement of 67% of students to get good grades. The obstacle faced besides internet access, which was not the same everywhere, was students' intrinsic motivation.

Several teachers had carried out mixed model learning (Blended Learning) by combining face-to-face with virtual face-to-face. Online learning was carried out by teachers either directly (synchronous) or face to face virtual or indirectly (asynchronous). Based on the interview results, information was obtained that the learning process's applications were quite diverse, including V-class, Unsil meets, zoom, WhatsApp, telegram, google classroom, youtube, Facebook, even

messenger. Every teacher used at least two applications, namely Google Classroom and WhatsApp, because they were considered the most practical and had minimal quota compared to other applications.

The implementation of online learning run smoothly, but it was felt that most teachers and students were less ideal than traditional face-to-face learning. Communication that was sometimes carried out simultaneously made it difficult for some students to ask questions during the learning process. This lack of fluency in communication caused the material to be challenging to understand, especially in vocational subjects. This was coupled with some students' expressions who said that some teachers were more focused on giving assignments than on material. Besides, the location and geographic conditions of different student residences sometimes created a lousy internet connection which interfered with the audio and display/visualization of teaching materials on the screen of the device/laptop. Also, online learning was considered by some students to be less effective because some applications with smooth connections were sometimes wasteful of quotas.

Student learning outcomes varied, ranging from unsatisfactory, moderate to good. Some students said that their learning outcomes were less satisfying because they understood less material than face-to-face learning in class. Several other students said that their learning outcomes were excellent and online learning contributed to using online applications that were likely to develop in the future. According to some teachers, the online learning model played a role in achieving the final score on the subjects they teach, with the majority, 67% getting Good scores. The students with the final performance were Fair were students who were less active in the learning process. According to them, with online learning, students' level of confidence to ask questions or give responses is higher than when face to face.

Constraints from students' internal factors during online learning can be overcome if students have good self-regulation/self-control [11]. Self-regulation emphasizes the importance of personal responsibility and controlling the knowledge and skills it acquires [12]. Self-regulated learning is a combination of academic learning skills and self-control that makes learning easier so that students are more motivated[13]. If students understand their self-regulated well, they will quickly find solutions when they encounter problems in learning. Students are emphasized to be more independent, responsible, and disciplined in the online learning process because more activity processes involve independence, responsibility, and discipline,

such as understanding their own material, doing their work, and collecting assignments independently.

Also, external factors are an obstacle for students in carrying out the online learning process. Parents' role is crucial because while at home, parents are the ones who monitor students' activities. Therefore, parents must know the activities of students at home during the online learning process. Besides, learning facilities are also influential in the online learning process; especially online learning is identical to the internet and quotas. Parents pay additional costs to purchase internet quota to support the learning process of students at home [14].

4. CONCLUSION

One of the advantages of online learning is that it can train students to be more responsible, creative, and independent. Online learning requires personal responsibility, independence, and persistence because no one else is in control but oneself. Therefore, it is necessary to have adequate self-control/self-regulation that students must have. Students must read and understand the material independently, as well as work on and collect assignments independently. Self-regulated learning (SRL) is an activity in which individuals who learn actively as regulators of their learning process start planning, monitoring, controlling, and evaluating themselves systematically to achieve learning goals, using various cognitive, motivational and behavioral.The success of online learning systems is very dependent on several components, including students, teachers, learning resources, and information technology. These components are integrated so that they can produce quality student graduates as well. Online learning is considered adequate if applied during the Covid-19 pandemic because it is related to health protocols. However, the level of effectiveness cannot be measured, so that its significance is not clear.

AUTHOR'S CONTRIBUTIONS

Achmad Dicky Romadhan contributed to data collection, data analysis, writing the original draft, literature review, and final editing the manuscript.

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