

Online Learning: Its Implementation in Sega's Program at a Private University in Surakarta Indonesia

Kara Rizal Luqmana, and Koesoemo Ratih*

Department of English Education, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

*Corresponding author. Email: kr263@ums.ac.id

ABSTRACT

This research aims to describe the implementation of online learning in Saturday English Gathering Activities (hereafter termed "SEGA") program at a private university (hereafter termed "Sun University") in Surakarta Indonesia. The object of this research is the implementation of the online learning process in SEGA's program. The subjects of this research are fourth-semester tutors and second-semester students of the SEGA program at Sun University in Surakarta Indonesia. The method used in this research is descriptive qualitative. The data in this research were collected using several qualitative data collection techniques: interviews and online questionnaires. Then, the data validity technique used is triangulated. To get valid data, the researcher compared the data obtained from interview with the tutors and gave online questionnaires to the students of SEGA Program. The data analysis carried out includes data reduction, data presentation, and conclusion drawing/verification. The research shows that the implementation of online learning process in SEGA's program used several activities carried out by tutors in teaching students. These activities include preliminary activities, core activities, and closing activities. In addition, tutors used discussion strategies in the process of online learning activities in the SEGA program. The tutors implemented these activities and strategies to organize and run the online learning process optimally. Furthermore, the tutors used several media platforms to implement online learning, including Google Meet/Zoom, Whatsapp Group, and Google Classroom. The media platforms are used to help the online learning process to be more optimal. It was found that there was still limited function on media platforms used in implementing online learning. Therefore, tutors should improve their media platforms, such as presenting more interactive learning videos or presenting more contextual materials.

Keywords: *Implementation, Online Learning, Activities, Strategies, Media Platforms.*

1. INTRODUCTION

The use of digital technology in the modern era is currently growing rapidly, especially in the education sector. The role of technology in the education sector has many benefits, especially in carrying out teaching and learning activities [1]. It is because digital technology is considered as a facilitator and material support tool in carrying out teaching and learning activities so that teachers or students can carry out online learning [2].

The word "online learning" refers to education that happens over the internet. Online learning is only one form of "distance learning," which refers to all learning outside of a conventional classroom and takes place over a long distance [3]. Online learning connects

learners with sources of study (database, website, or library) that is physically separate or far apart but can be each other communicate, interact or collaborate either directly or indirectly [4]. However, online learning is a form of distance learning which takes advantage of technology, telecommunications, and information. Google Classroom, Edmodo, and Schoology services are examples of digital media that can support the implementation of online learning [5]. The use of mobile devices in the education sector in achieving distance learning goals has made a significant contribution. From basic education to higher education, all education sectors also implement online learning systems [6]. By utilizing the features of mobile devices, online learning can run effectively and optimally. The use of mobile devices in online learning is also

implemented in the SEGA program, Department of English Education of Sun University.

SEGA (Saturday English Gathering) is one of the excellent programs from Sun University in Surakarta Indonesia, which is shown to students to train and develop abilities in the academic field. The SEGA program was founded in 2004. It is a teacher activity of students DEE (Department of English Education). Based on the initial interview with the chief of SEGA Program, the most important point in SEGA Program is that students can improve their skills, especially in speaking. This activity is run by tutors and students second semester and fourth semester. Every tutor must have a good and effective learning strategy not to feel bored and interested in the learning process. This program aims to train students' abilities in the academic field, especially in speaking.

The SEGA program also implemented online learning in the process of developing student abilities in the academic field. Some of the activities implemented in the SEGA program such as debate and storytelling. In addition, the SEGA Program also has activities that are held outside the campus, such as tourism visits to areas where there are local and foreign tourists. During these tourism visits, students are trained to become tour guides to develop their abilities. These activities cover the skills possessed by students, especially in speaking English. The activities in the SEGA program are expected to improve students' speaking skills, especially in English.

There are some previous studies about the implementation of online learning. The first research was conducted by Kheryadi (2017). The research objectives are to build their confidence, enthusiasm, and autonomy in learning and explore their English ability. In this research, the researcher used the qualitative method. The researcher collects the data from observation through the activity learning in Whatsapp media and analyzing the result of using Whatsapp media. In this research, the researcher said that the implementation of Whatsapp media is a learning tool with oral and written communication features that can be used as an alternative model for effective and easy learning for teachers. The implementation of learning on WhatsApp media in teaching English aims to help students interact with teachers in any situation and encourage them to be active in group discussions to improve their abilities [7]. The similarity of this research is discussed online learning using Whatsapp media in English learning which aims to improve students' abilities and skills in speaking English through group discussions.

The second research was conducted by Azulfa (2015). She investigated the lecturer's and students at the Department of English Education Universitas Muhammadiyah Surakarta. This research used the qualitative method. The research objectives are to describe the implementation of Schoology and the

problems faced by the teachers and students of Schoology in micro-teaching classes at the Department of English Educations Universitas Muhammadiyah Surakarta. In this research, the researcher said that Schoology is class management that the teachers in a micro-teaching can use to create and manage for their academic students [8]. The difference from this research does not discuss about the implementation of online learning in classroom activities. The similarity from this research describes the problems faced by the teachers and students in teaching and learning activities. The problem faced by students is that students often forget to retype assignment and send it to Schoology.

Here the researcher describes the implementation of online learning in SEGA's program at Sun University in Surakarta Indonesia from the descriptions above. The researcher raised this problem because of the importance of identifying the implementation of an online learning process in the SEGA's program. Therefore, researcher-made research with the title "Online Learning: Its Implementation in Segas Program at a Private University in Surakarta Indonesia.

2. METHODOLOGY

In this research, the researcher used the descriptive qualitative method to investigate the implementation of online learning in SEGA's program at Sun university in Surakarta Indonesia. This research used interviews and online questionnaires to obtain the data. The object of the research is the implementation of the online learning process in SEGA's program. The research subject is the fourth semester tutors and the second semester students of SEGA program at Sun university in Surakarta Indonesia. The interview was conducted with the tutors from groups 1, 2, and 3, and gave the online questionnaires were given to the students from groups 1, 2, and 3 through Google forms. The researcher used data analysis by Miles and Huberman (1994) to analyze the data obtained through procedures such as data reduction, data display, and conclusion drawing. In order to obtain valid data, the researcher used data triangulation by Sugiyono (2016), by combining various data techniques and data sources that had been obtained [9]. To get valid data, the researcher compared the interview result with the tutors and gave online questionnaires to the students of SEGA Program at a private university in Surakarta Indonesia.

3. RESULT AND DISCUSSION

3.1. Result

3.1.1. The Implementation of Online Learning in Segas Program

Based on the researcher's interview with the tutors and online questionnaires to students, the researcher describes the process of online learning at SEGA

Program. Based on the statement by Gafur (2010), in the implementation of online learning, there are several activities to achieve success in learning. These activities include preliminary activities, core activities, and closing activities [10]. These activities were also implemented in the SEGA program by tutors to facilitate the implementation of online learning.

Preliminary Activities

Preliminary activities are the initial activities of the online learning process that aim to resurrect motivation and focus students' attention on actively participating in the online learning process [10]. The tutors implemented preliminary activities in SEGA programs in teaching-learning with students. These activities include the tutor greeting and asking the students' activities through Google Meet media. After that, the tutor checked the attendance of students who joined online learning.

The following is evidence of data obtained from the results of interviews with Tutor 1:

"Pada kegiatan pembelajaran pendahuluan, saya menyapa mahasiswa dengan mengucapkan salam dan kemudian mengecek kehadiran mahasiswa" (Tutor 1)

[In the preliminary learning activities, I greeted the students by saying greetings and then checked the attendance of students] (Tutor 1)

Core Activities

The core activity is that the tutors implement the material in online learning. Core activities in online learning were carried out interactively, inspiring, motivating students to be active, and can improve students' academic knowledge [10]. The core activities were implemented by tutors to teach the students of SEGA program in the implementation of online learning. For instance, the tutors explained new materials to students related to the abilities needed by students through Google Meet. After that, the tutors direct the students to practice speaking briefly related to the materials that the students in the learning process have understood. This activity is applied by tutors in online learning to develop students' abilities, both in terms of the knowledge and ability to speak English.

The following is evidence of data obtained from the results of interviews with Tutor 1:

"Setelah itu menuju kegiatan inti, saya menjelaskan materi yang akan dipelajari dengan bahan ajar seperti file power point dan video. Pada kegiatan ini juga saya mengarahkan mahasiswa untuk berlatih berbicara sesuai pengetahuan materi yang mereka pahami melalui bahan ajar video atau foto" (Tutor 1)

[After that to the core activity, I explained the material to be studied with teaching materials such as PowerPoint files and videos. In this activity, I also direct students to practice speaking according to the material knowledge they understand through video or photo teaching material] (Tutor 1)

Closing Activities

The closing activity is the final activity in online learning. This activity is carried out to end the online learning activities that can be carried out in a summary or conclusion [10]. In online learning in the SEGA program, the tutors applied this activity to end the online learning. The tutors provided the questions and answers session for students who did not understand the tutor's material. In addition, some assignments are given by the tutors to students through Google classroom media or Whatsapp media.

The following is the evidence of data obtained from the results of interviews with Tutor 1:

"Pada akhir pembelajaran, biasanya saya memberi sesi tanya jawab kepada mahasiswa yang belum paham dengan materi yang sudah dijelaskan dan memberikan beberapa tugas kepada mahasiswa agar mereka belajar dirumah." (Tutor 1)

[At the end of the lesson, I usually gave a question and answered session to students who did not understand the material that has been explained and give some assignments to students so that they can study at home] (Tutor 1)

Meanwhile, based on the results of online questionnaires from students about implementing online learning in the SEGA programs, several applications such as Whatsapp group and Google Meet were used. The Whatsapp group is used for easier discussions between students. Meanwhile, Google Meet is used for learning implementation. In the online learning process, students listened and paid attention to the materials given by the tutor. The tutors give the materials in the form of files or videos through the Whatsapp group. Additionally, students also practice speaking up by re-explaining the materials they understood. The students are also given a question and answer session so that students hoped to become understand, and the students are given assignments by tutors so that students can study at home.

The following is the evidence of data obtained from the results of an online questionnaire from Tutee 2:

"Penerapan pembelajaran online menggunakan 2 aplikasi yaitu WA group dan Google meet. Pada saat pembelajaran berlangsung, saya sebagai mahasiswa biasanya mendengarkan dan memperhatikan materi yang dijelaskan oleh tutor melalui video atau softfile. Kemudian saya"

mengerjakan beberapa soal terkait materi tersebut. Kemudian dilanjutkan dengan sesi tanya jawab pada akhir kegiatan pembelajaran.” (Tutee 2)

[The implementation of online learning used two applications, namely, the WA group and a Google Meet. When learning took place, I as a student, usually listened and paid attention to the material explained by the tutor through videos or files. Then I worked on some questions related to the materials. Then, it is followed by a question and answer session at the end of the learning activity] (Tutee 2)

Futhermore, the researcher described the strategies in online learning at SEGA Program. The strategy used by tutors in teaching students is discussion. This strategy has been implemented by tutors and students in implementing online learning in the SEGA program.

Discussion

In general, discussion can be interpreted as an activity or activity carried out by several people to discuss or solve a problem [11]. Discussion is one of the teaching and learning strategies carried out by a teacher by providing interaction sessions between several students to exchange experiences, information and solve problems [12]. This strategy can be applied by teachers in offline and online learning processes. Tutors apply this discussion strategy in the implementation of online learning in the SEGA Program via Whatsapp Group.

Based on the explanation above, the discussion strategy is an alternative for tutors to achieve online learning goals in the SEGA program. The tutors used this strategy based on the material that students will learn, especially regarding speaking skills. In this strategy, students listened to the explanation of the material delivered by the tutor. Students were allowed to ask questions about the material if the students did not understand, and the other students were allowed to answer these questions.

The following is the evidence of data obtained from the results of interviews with Tutor 2:

“Kalau untuk strategi dalam pembelajaran saya menggunakan diskusi aktif, jadi dalam strategi ini mahasiswa mendengarkan materi yang sudah dijelaskan, kemudian mahasiswa dapat bertanya jika belum memahami materi, dan kemudian mahasiswa lain menjawab pertanyaan tersebut.” (Tutor 2)

[For the strategy in learning, I used active discussion, so in this strategy, students listened to the material that has been explained, then students can ask questions if they don't understand the material, and then other students answer the question] (Tutor 2).

3.2. Discussion

3.2.1. The Implementation of Online Learning in Sega's Program

The implementation of online learning in SEGA's program has three learning activities: preliminary, core, and closing activities. This is supported by the statement of Gafur (2012), that success in the online learning process used several activities, namely preliminary activities, core activities, and closing activities. By implementing these activities, the teacher's online learning process will be more easily organized and run well in teaching and learning activities [13]. Through these activities, the tutors have strategies to teach the students in implementing online learning. The strategy used by the tutors is discussions. In this strategy, the tutor provided a conversation or discussion session between students to discuss the material learned when carried out online learning. In this session, students discuss or ask questions with other students to solve a problem. For instance, students did not understand the material that had been given by the tutors when carrying out online learning. This strategy is considered effective by tutors in teaching students since this strategy involved students' ability to think and speak [14].

This is also supported by Mishra and Koehler (2009) stating that TPACK or technological pedagogical content knowledge is knowledge about facilitating learning through pedagogic and technological approaches. Through this knowledge, teachers or students can take advantage of information and communication technology so that learning can run more effectively [15]. The use of technology in learning activities can encourage teachers to be smarter in using technology and help the learning process run well [16]. In addition, teachers can provide a wider range of materials and guide students towards a better and stronger understanding of the subject matter [17].

In addition, this research has differences from previous research conducted by Syaifudin (2017). This research shows that online learning is not effective enough when implemented. Since the teacher needs to master the online media, the teacher must explain the material more detail [18]. The teachers or instructors should have a good strategy in teaching students. Meanwhile, the researcher found that online learning can run optimally with sufficient preparation for the strategy for learning activities [19].

Based on data obtained from interviews and online questionnaires, the researcher found similarities and differences in perspective between Tutor 3 and Tutee 2 regarding the implementation of online learning in improving students' speaking skills. Tutor 3 stated that the implementation of online learning has three learning activities, including preliminary activities, core

activities, and closing activities. In these activities, tutors delivered material by providing videos or files related to the material students studied. In the core activity, the tutor also required the students to improve the material according to their imagination through videos provided by the tutor. After that, the tutor provided a question and answered session for students at the end of the lesson. This session aims to make students who did not understand can be understood. Meanwhile, Tutee 2 stated that when learning took place, they paid attention and listened to the material given by the tutor. Tutors provide these materials through WhatsApp videos, so they must be paid close attention. After watched the material learning videos, students took some quizzes from the tutor, and after that, the students asked each other and gave feedback from the quiz results.

4. CONCLUSION

Based on the findings and data analysis, the researcher concluded that the implementation of online learning in SEGA's program at a private university in Surakarta Indonesia used several activities and strategies. The learning activities include preliminary activities, core activities, and closing activities. Through these activities, tutors can design appropriate strategies for the implementation of online learning. The strategies used by the tutors are discussions. Discussion strategies are made by tutors to provide space for students, and then students can improve their speaking skills and critical thinking skills. The tutors created these activities and strategies to improve students' learning and understanding of the materials to succeed online.

The results of this research found that the function of the media used in implementing online learning in the SEGA program was still limited. This is due to the lack of tutor's skills in using media platforms during teaching and learning activities. For this reason, it is hoped that tutors can improve their skills in using media platforms by presenting more interactive learning videos or presenting more contextual material that can increase student learning motivation.

AUTHORS' CONTRIBUTIONS

The author is responsible for the publication of the accompanying article.

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