



EMBRACING NEW NORMAL: COPING WITH COURSE LEARNING OUTCOMES AMID COVID-19 PANDEMIC

by

Lina Septianasari

Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Muhammadiyah Bogor

linaseptiana27@gmail.com

Irma Wahyuni

Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Muhammadiyah Bogor

Wahyuni.irma@gmail.com

Received: August 17, 2021.
Reviewed1: August 27, 2021.
Accepted: September 6, 2021

Reviewer: August 23, 2021
Reviewed2: September 6, 2021
Published: October 4, 2021

Abstract:

Emergency remote teaching in the midst of the COVID-19 pandemic causes challenges in the educational field as many universities are not well-prepared yet to conduct virtual classes. This paper aims to throw light on the students' perception of emergency remote learning and their assessments in completing the Course Learning Outcomes (CLOs). The methods used in this study were statistical quantitative and descriptive qualitative methods. The data were collected by spreading questionnaires to the participants, having an unstructured interview, and taking the secondary data from the classroom teachers. LISREL software was used to analyze the quantitative data and descriptive interpretation was also done to analyze the qualitative data. The finding showed that most students had moderate to positive learning engagement, motivation, and self-efficacy in which affected their CLOs. The students who failed to pass the CLOs were those who faced more challenges in joining the virtual class. In short, students' ability to cope with emergency remote learning has significant impacts on their CLOs' assessments.

Key Words: *Learning Outcomes, Remote Learning, ELT, COVID-19 Pandemic*

INTRODUCTION

The massive outbreak of Covid-19 faced by many countries raises many problems including in the field of education (Heng & Sol, 2020a; Mahyoob, 2020; ÖZÜDOĞRU, 2021). Face-to-face learning has to be shifted to online learning in a short span of time due to the rapid outbreak of this infectious disease. Even though online learning is not a new thing, it somewhat brings different challenges in education during this profound pandemic. The educational institutions

prepared all the learning needs in a short time to cope with the global crisis. Coman et.al (2020) argued that the main challenge of the educational shift during the pandemic in Romania was the lack of preparedness to conduct online learning. This problem was also affected by technical issues, online teaching skills, and student-teacher engagement. Similar challenges also arose in other countries (read also: Cheng et.al., 2021; Besser, Lotem, & Zeigler-Hill, 2020; and Azubuike, Adegboye, & Quadri, 2020). It can never be denied that this emergency teaching mode brought more workloads for the institutions to prepare learning platforms and for the teachers to arrange teaching materials and assessment tools (Dhawan, 2020 and Heng & Sol, 2020b) in order to tackle the challenges. Education becomes a primary necessity for everyone; therefore, enormous efforts have been done to make it keep running exclusively amidst pandemics. After preparing the teaching tools and material and setting them up on LMS, it is necessary to investigate whether the students would be satisfied with what has already been prepared for a virtual class.

However, moving traditional teaching into synchronous-asynchronous online teaching provokes educators and education institutions to maximize the use of online platforms as multi-devices to support online learning. Social media, MOOC (Massive Open Online Courses), and digital platforms significantly change learning habits (Pal & Vanijja, 2020). Nowadays video conference platforms, such as Google Meet, Zoom, and Microsoft Teams, can be used in synchronous classes to bridge the transfer from the on-site classroom into the online classroom (Lapitan et.al., 2021). Even though many platforms can be utilized to support this emergency education system, educators and researchers seriously need to monitor how well the education system has been managed during this pandemic.

Some researchers lent their hands to investigate how education has run during this pandemic (Azubuike et al., 2020; Cheng et al., 2021; Dhawan, 2020; Espino-Díaz et al., 2020; Gonzalez et al., 2020; Hussein et al., 2020; Patricia, 2020). Hussein et al. (2020) have studied the attitude of undergraduate students towards emergency online learning in UAE and the findings showed that this sudden shift of learning brought negative and positive values for the students. Beneficially this learning system gave some advances to the students regarding cost and time effective compared to on-site classes. On the other hand, the students had difficulty concentrating and got more distractions to stay focused during the class (Hussein et al., 2020). It obviously becomes a big deal for the teachers to design effective learning activities to reach

the learning outcomes of their courses. The stability of internet access can also be another problem in this case (Lapitan et al., 2021). The teachers are suggested to properly use an integrated approach in choosing a teaching platform to meet students' needs (Mozhaeva et al., 2014). Learning outcomes should be achieved by the students even though the learning process becomes more challenging in the emergency online class.

Measuring and assuring students' engagement in virtual class is important since this thing becomes one of the keys to successful teaching and learning process. Ashwin & McVitty (2015) argued that students' engagement could define the quality of teaching in higher education. Further, they explained that this aspect also affects the outcomes of the students. Family, school, and peers become three factors that can build good students' engagement Ali & Hassan (2018).

Bandura (1997) introduced the concept of self-efficacy which refers to the things that make people more motivated and these things influence how they think and behave. Zulkosky (2009) added that it affects the outcomes of the person himself. Talking about self-efficacy and students' motivation during this emergency remote learning, (Kosyicheva & Tikhonova, 2021) surprisingly found out that the comparison of students' self-efficacy before and during emergency remote learning had no significant differences. Both groups were still at moderate levels of self-efficacy even though they prefer face-to-face learning to emergency remote learning. In line with this, Aldhahi et.al., 2021 stated that educators and the stakeholders in educational institutions played important roles to enhance students' self-efficacy during emergency remote learning. Generally speaking, these two actors should be proactive in preparing students' needs, such as interactive materials, supportive and accessible technology, learning media, etc., in order to develop fun yet effective learning amid pandemics. Students' motivation and self-efficacy also may affect students' performance and learning outcomes.

A well-thought plan is needed to manage the teaching and learning quality in New Normal, a phase to face the pandemic. Evaluation is needed to know how the emergency remote learning has run during New Normal. This study aimed to investigate (1) the students' perception in coping with emergency remote learning measured based on their engagement, motivation, and self-efficacy and (2) the assessments of students' learning outcomes in English class amid the COVID-19 pandemic.

METHOD

Design

This study used a statistical quantitative approach to answer the research question. Apuke (2017) pointed out that numerical data were used in quantitative research to answer the research question. These data are collected and analyzed by using statistical methods. Thus, this study used a statistical approach to analyze the normality of data spread and to answer the research questions. The data were calculated by using LISREL software to find out the P-value, mean, and standard deviation of each datum.

Population and sample

Participants in this research are students at a private university in West Java, Indonesia. The population in this research was 356 students within 56 students were chosen as the sample by administering the purposive sampling technique. Participants should meet the criteria to be the sample of this study as they should be registered in English course and should participate in virtual class. These samples experienced learning English in face-to-face classes and online learning. Moreover, all the participants used LMS from Moodle and some free online learning platforms provided by their English lecturer. These platforms were used to support their learning during emergency remote learning due to the Covid-19 pandemic.

Instrument and Data Type

This research used primary and secondary data to answer the research questions. Cohen, Manion, & Morrison (2007) defined primary data as the items that have a direct relationship with the study. Meanwhile, secondary data are defined as the items that have no direct event relationship with the study. The primary data of this research were taken from the questionnaire given to participants who experienced learning English in face-to-face classes and online classes. On the other hand, the secondary data were taken from the documents of students' achievement in completing Course Learning Outcomes (CLO) set and collected by the classroom lecturer. Moreover, we also conducted an unstructured interview purposely with our respected participants.

Data Collecting Technique

The online questionnaire was designed to collect the data of this research. We managed 12 questions based on the research variable of this study. The following table shows the distribution of the questions!

Table 1. Distribution of questions in Questionnaire

Variable	Dimension	Indicator code	Question
Students' perception of LMS and online learning platforms amid pandemic covid-19	Students' engagement	Eng-1	My ability to complete the task on time
		Eng-2	My time management to study during online learning by LMS and other tools is.,
		Eng-3	My knowledge of the use of learning tools:
		Eng-4	My ability to discuss topics with classmates/ lecturers
	Students' motivation	Mot-1	My motivation to be successful in class during online learning is
		Mot-2	My motivation to study during online learning by LMS and other devices is
		Mot-3	My motivation to complete the individual and groups projects during online learning
		Mot-4	My motivation to be an independent learner is
	Students' self-efficacy	SE-1	How have your skills changed since the study at home with LMS?
		SE-2	I can complete the learning outcomes in online English classes with a satisfying grade
		SE-3	English Course Material in LMS helps me to enhance my knowledge
		SE-4	I still can manage my concentration and gain more knowledge in the online class

To find out the objective measurement of students' ability in passing the CLO, we took the documents of students' grading system for 1 semester from the classroom lecturer. This document showed students' performance from the first meeting until the last meeting during emergency remote learning. After investigating the grading books, we called some participants who could not pass the CLO to find the cause of students' failures.

Data Analysis Technique

The Likert scale was used to measure the data which then have been analyzed further by using LISREL software. This software was used to measure the normal distribution of the data. The following formula, adapted from Riadi (2018) was used to measure the data distribution:

If P-Value < 0.05, data were not normally distributed

If P-Value > 0.05, data were normally distributed

To find out students' grades in reaching the CLOs, the document of students' report was taken from their classroom lecturer. The report showed students' grades during 1 semester and how they completed the required 4 CLOs as the requirement to pass this course. This document then became the main data source to map students' achievement in passing the CLO.s The interview's results were also analyzed descriptively to get more findings of students' achievement in passing the CLOs. This article is processed with help of referencing tool Mendeley following the model of offline automatic system by using Mendeley Desktop (Turmudi, 2020).

RESULT AND DISCUSSION

Results

We used 3 criteria to investigate students' perceptions, such as engagement, motivation, and self-efficacy. These criteria were chosen by considering the findings of some previous research (Heng & Sol, 2020b; Hussein et al., 2020; Lapitan et al., 2021; Mozhaeva et al., 2014). After formulating the questionnaire, we distributed the questionnaire to the participants of this study to find out the measurements of their engagement, motivation, and self-efficacy in joining emergency remote learning. The following tables show the findings of this study.

Table 2. Result of Test of univariate normality for continuous variable

Question code	Skewness		Kurtosis		Skewness and Kurtosis	
	Z-Score	P-Value	Z-Score	P-Value	Chi-Square	P-Value
Eng-1	-0.535	0.592	-2.035	0.042	4.430	0.109
Eng-2	-1.375	0.169	-0.855	0.393	2.620	0.270
Eng-3	-0.477	0.633	0.162	0.872	0.254	0.881
Eng-4	-0.124	0.901	-2.013	0.044	4.067	0.131
Mot-1	-0.414	0.679	-1.797	0.072	3.402	0.182

Mot-2	-0.916	0.360	-1.379	0.168	2.740	0.254
Mot-3	-1.064	0.287	-0.897	0.370	1.936	0.380
Mot-4	-0.688	0.492	-2.053	0.040	4.689	0.096
SE-1	-1.168	0.243	-1.115	0.265	2.608	0.271
SE-2	-0.082	0.935	-0.652	0.515	0.432	0.806
SE-3	-0.920	0.358	-1.086	0.277	2.025	0.363
SE-4	0.609	0.542	-1.526	0.127	2.701	0.259

Table 2 above tells that the data were normally distributed since the scores of P-Value in Skewness and Kurtosis scores were more than 0.05. As previously stated by (Riadi, 2018), a set of data could be considered well-distributed when the P-Value is more than 0.05 (P-Value > 0.05) and vice versa.

Table 3. Result of Mean and Standard Deviation

Variable code	Question	Mean	Standard Deviation
Eng-1	My ability to complete the task on time	3.357	1.034
Eng-2	My time management to study during online learning by LMS and other tools is.,	4.107	0.779
Eng-3	My knowledge of the use of learning tools:	3.839	0.682
Eng-4	My ability to discuss topics with classmates/ lecturers	3.196	1.069
Mot-1	My motivation to be successful in class during online learning is	3.339	1.100
Mot-2	My motivation to study during online learning by LMS and other devices is	3.179	1.097
Mot-3	My motivation to complete the individual and groups projects during online learning	3.268	1.152
Mot-4	My motivation to be an independent learner is	3.375	1.037
SE-1	How have your skills changed since the study at home with LMS?	4.071	0.783
SE-2	I can complete the learning outcomes in online English classes with a satisfying grade	3.411	0.804
SE-3	English Course Material in LMS helps me to enhance my knowledge	4.321	0.606
SE-4	I still can manage my concentration and gain more knowledge in the online class	3.696	0.807

We also calculated the mean and standard deviation of the data we took from 56 participants. This step was done for describing the perceptions of participants regarding their engagement, motivation, and self-efficacy in learning English during emergency remote learning. The following graph visualized the scores of mean and standard variations we gained from the data in the questionnaire!

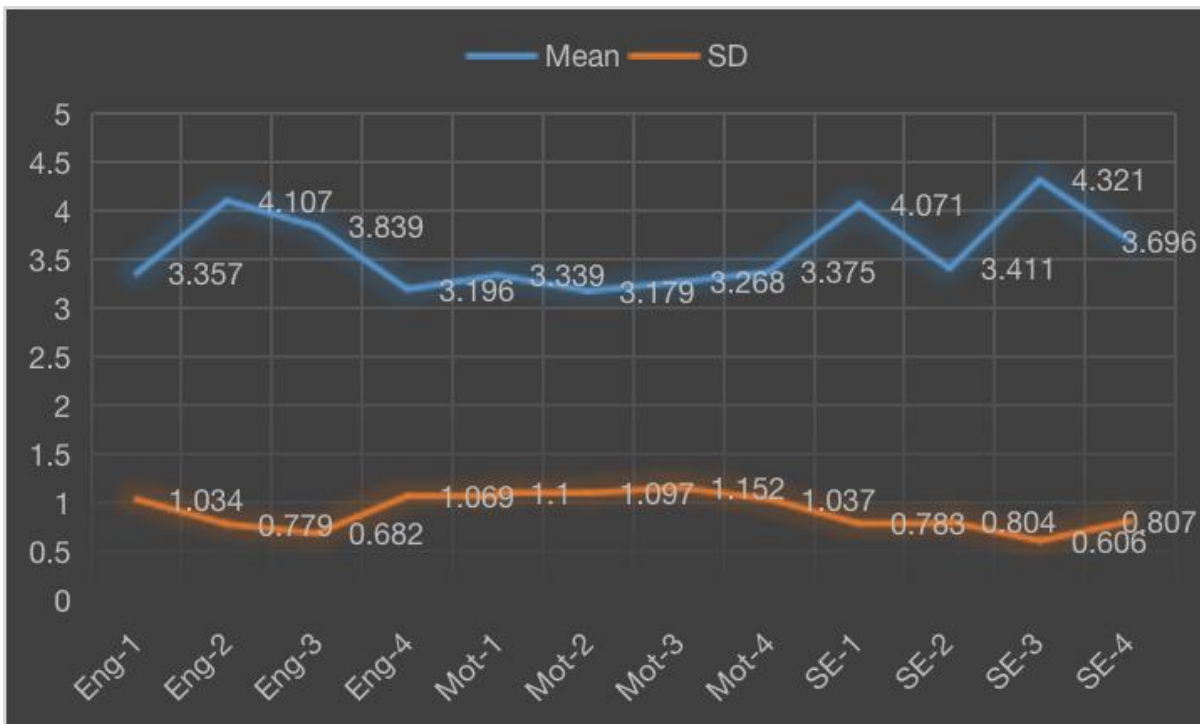


Figure 1. The graph of Means and Standard Deviations of the Questionnaire

The statistical calculation displayed above showed that the scores of standard deviations on each question were below the scores of mean on each question. The standard deviation scores were used to examine the accuracy of mean scores. It can be said that the collected data have a good accuracy since the scores of standard deviations were lower than the scores of means. It means that the data had low variability.

Table 3 and Figure 1 show that the results of each question in the questionnaire were at moderate to positive levels. It can be said that most participants had a positive engagement, motivation, and self-efficacy. To find out whether this finding affected students' achievement in passing the CLOs, we took secondary data from their classroom lecturer. These data contained each student's scores in 4 criteria of CLOs which were set by the faculty.

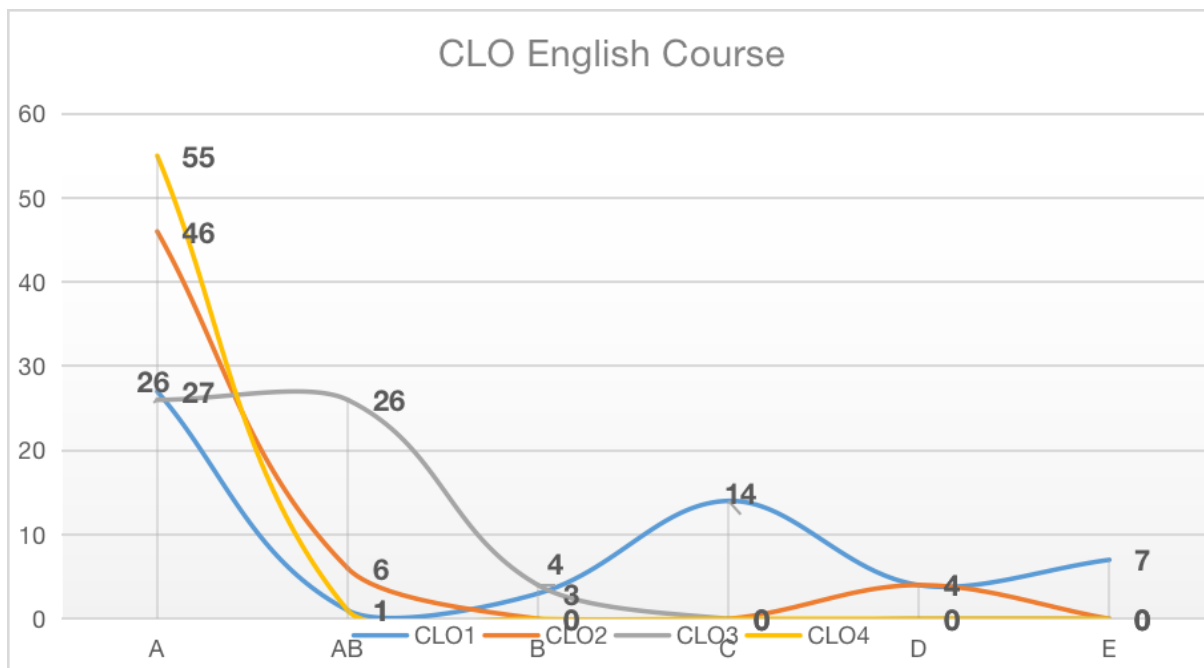


Figure 2. Students' Course Learning Outcomes

The figure above draws the results of students' assessment in completing the CLO in English class taken by participants within the number of participants in the vertical axis and the student's grades in the horizontal axis. The English course taken by participants had 4 CLO, namely CLO 1, CLO 2, CLO 3, and CLO 4. CLO 1 consisted of TOEFL-like and speaking tests. Meanwhile, CLO 2 was taken from 3 projects that students should complete during the semester. CLO 3 and CLO 4 were taken from the mid-term test and final test.

To pass CLO 1 to CLO 4, the students should at least get C at their CLO grading. In Figure 2, it can be seen that 7 students did not pass CLO 1 and 4 students did not pass CLO 2. To get a deeper investigation into this case, we called these participants who did not pass the CLOs' requirements to have an unstructured interview. Then it is known that most students who failed in CLO 1 were those who did not take or retake the TOEFL-like and speaking tests conducted by Language Center. Some did so because they failed to manage the schedule for taking the test and the rest of the students had trouble with their internet connection at the scheduled TOEFL-like and speaking tests. Furthermore, the students who failed in CLO 2 were those who were late in submitting 1 of 3 projects required in CLO 2, so automatically this decreased their scores.

Aside from the challenges faced by some students to pass the learning outcomes, more than 70 % of students could still pass the CLO 1 as shown in Figure 2. The better results of

assessments were also shown in CLO 2, CLO 3, and CLO 4. The students got quite satisfying results in CLO 3 and CLO 4 since none of them got C and below on their grades.

Discussion

The shifting of the teaching and learning system during this pandemic left people to take a moment to adapt well to the changes and situations. Both students and teachers/lecturers need to improve their technical competence to deal with virtual classrooms. In a study about e-learning challenges during the COVID-19 pandemic, Putra et.al. (2020) noticed that infrastructure and connectivity might become a challenge for students in participating in their online classes during the pandemic. Accordingly, we also figured out that the students who failed to pass CLO 1 and CLO 2 were troubled with their internet connections. Hence, technology plays an important role in the achievement of CLOs during virtual learning.

The results of this study show that the participants have good motivation, self-efficacy, and engagement in joining the virtual English class during this pandemic. In line with this, other results also show that more than 80 % of participants got high grades after completing the CLOs. In the previous study, Wei, Saab, & Admiraal (2020) found that students' engagement was correlated with their self-efficacy and motivation which significantly affected their learning outcomes. On a different occasion, Hariyati, Wagino, & Mudjito (2021) stated that motivation became a mediating variable to successful learning outcomes in virtual learning. By comparing participants' responses in the questionnaire with their assessments in CLOs, we found similar findings as stated in previous studies (Hariyati et al., 2021; MacIntyre et al., 2020; Skalka et al., 2019; Wei et al., 2020). Participants with high motivation, self-efficacy, and engagement could achieve the passing grade almost in all CLOs.

Internal factors, such as bad time management, boredom, technology, and the internet, obviously had affected the learners to reach lower grades in their CLOs (Derakhsan et al., 2021; Syahputri et al., 2020; Vadivel et al., 2021). As investigated in participants who did not pass CLO 1 and CLO2, failing to manage the time and bad internet connection became their main cause of failure to reach the outcomes.

CONCLUSION AND SUGGESTION

This research highlights the investigation of students' perceptions to cope with the challenge faced by students in the virtual classroom and of students' assessment in dealing with

CLOs required. Most respondents had a positive engagement, self-efficacy, and also motivation to join the emergency remote learning prepared by the lecturers and institution. Nonetheless, we noticed that 7 participants did not reach the requirement to pass CLO 1 and 4 participants also did not pass CLO 2. After doing a deep investigation, we found that this failure was caused by some drawbacks faced during the running semester. Internet connection and time management became the main cause of students' failure in this case. The motivation might decrease due to bad internet connection which, further, this situation might also decrease student's engagement and self-efficacy. As the result, this might impact the assessment of each student's CLOs. We, therefore, suggest the classroom teachers and all educators give special attention to the students who might face harder drawbacks in following the emergency remote learning. However, the findings of this research proved that students with good engagement, motivation, and self-efficacy can successfully pass the required learning outcomes in the course taken.

The implication of this study is to point out the relation between students' perspective and their assessments. The findings would help the classroom teachers to evaluate their teaching strategy to maximize the assessment of CLOs. However, this research has the limitation of which the number of participants. We cordially suggest a deeper discussion with a larger number of participants for future research.

BIO-PROFILE

Lina Septianasari holds her Bachelor of Arts (in English Education) from Universitas Muhammadiyah Metro and Master of Arts (in Linguistics) from Universitas Gadjah Mada, Yogyakarta. Currently, she is working as an English lecturer at several private and state universities in West Java, one of which is STKIP Muhammadiyah Bogor. She is passionate about language studies, such as Pragmatics, Sociolinguistics, Semantics, Syntax, etc. Corresponding email: linaseptiana27@gmail.com

Irma Wahyuni is a lecturer at STKIP Muhammadiyah Bogor. She is currently pursuing her Ph.D. in Linguistics at Universitas Pendidikan Indonesia, Bandung. Her main research interests are in linguistics and education. Corresponding email: wahyuni.irma@gmail.com

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