

## English Students' Effort to Face Online Learning Challenges

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### Abstract

*The students do online learning covid-19 pandemic, which makes them study remotely at home, where before the pandemic they did face-to-face learning. The pandemic brings many challenges for students that require students to try to get past the challenges of distance learning. This research was conducted to determine the efforts of students to face the challenges of online learning in English Education, Muhammadiyah University of Bengkulu. This research was descriptive qualitative study. This research used a questionnaire as an instrument of the research (Barrot et al, 2021). They were distributed to 107 students of the English Education Study Program at Muhammadiyah University of Bengkulu. The result of the research show that there are some of students' efforts to face online learning challenges, namely: self-regulation challenges, technological literacy and competency challenges, student isolation challenges, technology adequacy challenges, technological complexity challenges, learning resource challenges, and learning environment challenges. Those seven types of challenges are often done by the students as this effort to face online learning challenges in pandemic Covid-19. Based on the results above, it can be concluded that the of students' efforts in online learning challenges is Technological Complexity. Where the highest result is 44% or 48 students often did that effort to face online learning challenges.*

**Keywords:** *Students' Effort, Online Learning, Challenges*

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### A. Introduction

The coronavirus pandemic has brought changes to the teaching and learning process of universities and affected the interaction between teachers and students. Due to the pandemic, universities can only conduct activities with students online. According to (Ali, 2020) in (Coman, 2020) many governments are taking measures to avoid the spread of the virus and ensure the continuity of the education process. Universities all over the world are adopting online learning.

So that the entire learning system at Muhammadiyah Bengkulu University changed from offline to online to follow government regulations that must be followed during the Covid-19 pandemic. Online learning that is implemented as it is now is done to anticipate the spread of the corona virus during this pandemic where students must study independently and conduct remote meetings between teachers and students in online classes. The change in the learning process from face-to-face learning to online learning is a decision that must be taken by universities so that educational goals can be carried out effectively and efficiently. Higher education is a modern organization that must adapt to environmental changes in the midst of the COVID-19 pandemic, universities must continue to carry out the teaching and learning process.

In online learning as it is now, we classify through computer technology and use the internet. There have been some classifications based on the extent of their engagement in education. Some classifications are also based on the timing of interaction. (Algahtani, 2011) in (Sandhya et al, 2019) divided e-learning into two basic types, consisting of computer-based and the Internet based e-learning. Because e-learning refers to the use of information and communication technology to allow access to online learning/teaching resources. According to, (Abbad et al,2009), (Arkorful & Abaidoo, 2015) in (Rawashdeh,2021) defined E- learning to mean any learning that is enabled electronically, but they narrowed this definition to learning empowered by the user of digital technology.

In the online learning process at the University of Muhammadiyah Bengkulu, especially in the English Study Program, lecturers use Google classroom as an attendance application on ongoing learning days and to convey the syllabus, teaching materials to be carried out, and assignments, mid and final exams. Lecturers to conduct face-to-face processes in online lectures, for presentations of ongoing lecture materials. Other apps like WhatsApp Groups are used for schedule changes. When the lecturer experiences something that can prevent him from teaching that day, a discussion about teaching materials takes place, the lecturer asks questions such as quizzes. These three applications are used by lecturers as a medium in carrying out the online learning process for one semester. According to (Gibbons and Fairweather, 1998) in (Kumar et al, 2008) literature, it can be easily concluded that teachers use media in the teaching and learning process. Students and teachers use media such as WhatsApp group applications, Google classroom and zoom to spread knowledge in online classes and deliver material explanations easily. So that this online learning effort has not gone well because there are still many shortcomings to live it because in this online learning there are students who also have to face challenges that must be passed, especially the problems of infrastructure faced by students.

The change from offline to online resulted in obstacles such as Infrastructure & Connectivity challenges, E-learning system support challenges, and Technology challenges and self-regulation (Aini et al, 2020). And in the end, these obstacles become a challenge in the ongoing online learning process. Since the emergence of the coronavirus disease 2019 (COVID 19), people have been affected in one way or another. The countrywide lockdown has profoundly affected the lives of people of all occupations and of all ages. The lockdown has presented an unprecedented challenge to governments to ensure that there must be continuity of teach (Kapasias et al, 2020) investigated how lockdown impacts students' learning performance. Several countries have taken different steps to deal with the education crisis. These challenges include learning styles and cultures, pedagogical online learning, technical training, technology, and time management challenges.

Some of these challenges are in line with a review of studies on challenges in implementing e-learning in developing countries by (Aung and Khaing, 2015) in (Aini et al., 2020). This review of e-learning implementation in universities notes that challenges include, among others, ICT infrastructure, lecturer competence, technical skills, ICT literacy, and awareness of the benefits of e-learning. After the emergence of some of these challenges, from these challenges there must be efforts that we will make to solve the challenges that we have passed.

Based on the challenges currently being faced by students in the online learning process, to see what efforts are needed to get out of these challenges, it is necessary to research how students can get out of these challenges.

## B. Methods

### 1. Research Instruments

The instrument in this research was a questionnaire. This questionnaire based on the challenges in a previous study by (Barrot et al, 2021) about Students' online learning challenges during the pandemic and how they cope with them: The case of the Philippines. There were 32 questions to find out the English students' effort to face online learning challenges in the English Education Program of Muhammadiyah University of Bengkulu.

### 2. Data Collection

The data of this research was collected by following steps. First, researchers contacted the class leader each semester to get the number and name of the class. Second, researchers sent a questionnaire to the class leader. Third, researchers asked the class leader and classmates to fill out a questionnaire based on the instructions that the researcher has given. Fourth, researchers gave time to fill out the questionnaire for one week. Fifth, after one week, researchers retrieved the questionnaire that has been answered by the students.

### 3. Data Analysis

To analyze the data, researchers used the steps as follows. First, researchers used percentage formula from Herzberg (1983),  $P = F/N$ . Second, researchers analyzed the data using by (Barrot et al, 2021) about Students' online learning challenges during the pandemic and how they cope with them: The case of the Philippines. Third, researchers described the findings of this research. Fourth, researchers wrote the conclusion of this research.

## C. Result

The researchers found several forms of students' effort challenges in online learning, the researchers gave questionnaire to the second, fourth and six semester students of English Education Study Program at Muhammadiyah University of Bengkulu. The data collection was carried out on August 6<sup>th</sup> to 11<sup>th</sup>, 2021. The questionnaire was based on (Barrot et al, 2021) regarding: Self-regulation, Technology literacy and competency, Isolation Students', Technology Sufficiency, Technological complexity, Learning Resource and Learning environment. For more details, the researchers presented the responses about the challenges of online learning to students, which can be seen in Table 1 below:

**Table 1. Types of Students' Effort in Online Learning Challenges**

No	Types of challenges	Always		Often		Seldom		Never	
		F	%	F	%	F	%	F	%
1	Self-Regulation	43	42%	49	46%	14	13%	1	6%
2	Technological literacy and Competency	45	42%	49	46%	11	11%	2	9%
3	Isolation Students'	37	35%	46	34%	18	16%	6	6%
4	Technological Sufficiency	47	44%	46	43%	11	10%	3	11%
5	Technological Competency	40	38%	55	51%	12	11%	0	0%
6	Learning Resource	37	35%	44	41%	21	20%	5	5%
7	Learning Environment	33	31%	44	41%	19	17%	11	11%
<b>Total Frequency of All Indicators</b>		<b>40</b>	<b>39%</b>	<b>48</b>	<b>44%</b>	<b>15</b>	<b>14%</b>	<b>4</b>	<b>7%</b>

The table above was a summary table of the frequency of responses for the 7 questionnaire items for each indicator. The calculated frequency has been converted as a percentage. The first indicator, of the five questionnaire items, there are 43 frequencies (42%) for the Always option, 49 frequencies (46%) for the Often option, 14 frequencies (13%) for the Seldom option, and 1 frequencies (6%) for the Never. The second indicator, of the eight questionnaire items there are 45 frequencies (42%) for the Always option, 49 frequencies (46%) for the Often option, 11 frequencies (11%) for the Seldom option, and 2 frequencies (9%) for the Never option. The third indicator of the 4 questionnaires there are 37 frequencies (35%) for the Always option, 46 frequencies (34%) for the Often option, 18 frequencies (16%) for the Seldom option, and 6 frequencies (6%) for the Never option. The fourth indicator, of the six questionnaire items there are 47 frequencies (44%) for the Always option, 46 frequencies (43%) for the Often option, 11 frequencies (10%) for the Seldom option, and 3 frequencies (11%) for the Never option. The fifth indicator, of the two questionnaire items there are 40 frequencies (38%) for the Always option, 55 frequencies (51%) for the Often option, 12 frequencies (11%) for the Seldom option, and 0 frequency (0%) for the Never option. The sixth indicator, of the six questionnaire items there are 37 frequencies (35%) for the Always option, 44 frequencies (41%) for the Often option, 21 frequencies (20%) for the Seldom option, 5 frequencies (5%) for the Never option. The last indicator, of the 3 questionnaire items there are 33 frequencies (31%) for the Always option, 44 frequencies (41%) for the Often option, 19 frequencies (17%) for the Seldom option, and 11 frequencies (11%) for Never.

From the table above, it can be seen the final results of the analysis of the responses of the research population. Of all these indicators, from the total frequency (107=100%), there are 40 (39%) frequency for Always options, 48 (44%) frequency for Often options, 15 (14%) frequency for Seldom options, 4 (7%) Frequency for Options Never. Based on the results of these calculations, it can be concluded that the majority of respondents stated that Often was trying to overcome the challenges of online learning by choosing the Seldom option with a percentage of 44%.

This section, the researchers presented the responses about efforts in online learning challenges, which can be seen in Table 2 below:

**Table 2. The Highest Frequency of Type Students' Effort**

No.	Items		Always		Often		Seldom		Never	
			F	%	F	%	F	%	F	%
1.	Self-Regulation	I take an effort to have management skills online during.	41	38%	51	48%	13	12%	2	2%
2.	Technological Literacy and Competency	I take an effort not to think of teaching as a barrier to getting help from others during online classes.	36	34%	60	56%	10	9%	1	1%
3.	Isolation Students	I take an effort not to be emotionally	40	37%	54	51%	13	12%	0	0%
4.	Technology Sufficiency	I take an effort to have sufficient access have learning technologies.	47	44%	56	52%	4	4%	0	0%
5.	Technology Complexity	I take an effort not to be distracted by the complexities of technology during online classes.	37	35%	60	56%	10	9%	0	0%

6.	Learning Resource	I take an effort to have sufficient access to the English Language Center	30	28%	51	47%	21	21%	5	5%
7.	Learning Environment	I take an effort to involve family members so that they do not experience interference with the online learning process.	30	28%	50	47%	17	16%	10	9%

Table 2 above was a summary table of the frequency of responses for the 7 questionnaire items for each of the highest indicators. The calculated frequency has been converted as a percentage. The first indicator, of the five questionnaire items on Self-Regulation, the highest item is number 4, there are 41 frequencies (38%) for the Always option, 51 frequencies (48%) for the Often option, 13 frequencies (12%) for the Seldom option, and 2 frequencies (2%) for Never. The second indicator, of the eight questionnaire items on Technological Literacy and Competency, the highest item is number 8, there are 36 frequencies (34%) for the Always option, 60 frequencies (56%) for the Often option, 10 frequencies (9%) for the Seldom option, and 1 frequency (1%) for the Never option. The third indicator of the 4 questionnaires on Isolation Students, the highest item in number 1 is 40 frequencies (37%) for the Always option, 54 frequencies (51%) for the Often option, 13 frequencies (12%) for the Seldom option, and 0 frequency (0%) for the Never option. The fourth indicator, of the six questionnaire items on Technological Sufficiency, the highest item is at number 1, there are 47 frequencies (44%) for the Always option, 56 frequencies (52%) for the Often option, 4 frequencies (4%) for the Seldom option, and 0 frequency (0%) for the Never option. The fifth indicator, from the two questionnaire items regarding the Technology Complexity item, is the highest at number 1, there are 37 frequencies (35%) for the Always option, 60 frequencies (56%) for the Often option, 10 frequencies (9%) for the Seldom option, and 0 frequency (0%) for the Never option. The sixth indicator, of the six questionnaire items on Learning Resource, the highest item in number 2, there are 30 frequencies (28%) for the Always option, 51 frequencies (47%) for the Often option, 21 frequencies (20%) for the Seldom option, 5 frequencies (5%) for the Never option. The last indicator of the 3 questionnaire items from the Learning Environment is 30 frequencies (28%) for the Always option, 50 frequencies (47%) for the Often option, 17 frequencies (16%) for the Seldom option, and 10 frequencies (9%) for Never.

From the table above, it can be seen that several items in the questionnaire have the highest scores for each indicator. It can be concluded that most of the respondents stated that they often try to overcome the challenges of online learning by choosing one of the highest items in each indicator.

#### D. Discussion

The results of all the indicators of students' effort above, the researchers found that the level of effort to pass the challenges of students' online learning was at the Often level, where the level of students' effort was seen from the highest frequency. The researchers found the differences from the results of several previous studies, the results of previous studies found that the level of challenge in online learning but not on students' efforts to pass the online learning process. According to (Barrot et al, 2021) previous findings reveal that students' online learning challenges vary in terms of type and extent. Their biggest challenge was related to their learning environment at home, while their least challenge was literacy and technological competence. Based on students' responses, their challenges were also found to be exacerbated by the pandemic, particularly in terms of the quality of the learning experience, mental health, finances, interactions, and mobility. Therefore, the researchers wanted to know what kind of efforts and qualities the students' have made to overcome these challenges. This finding also overall showed that the level of students' effort varies from one student to another.

The types of students' efforts towards online learning challenges were the first, self-regulation challenges where students often try not to procrastinate the tasks that have been given, control their thoughts and during online learning students try before this online class starts, and the highest item in this self-regulation challenge found at number 4, namely "I take an effort to have management skills during online classes" which often has the highest frequency in this item. One common support found in the literature is the use of scaffolding to support self-learning in the online learning environment (Breslow et al,2004) in (Wong et al,2018) and the promotion of self-instruction skills involving self-articulation of the steps needed to accomplish academic goals.

Second, the challenges of literacy and technological competence where students often try to become competent in technology. Such as trying to learn complex technologies and technologies and trying to get past the difficulties they face when learning new technologies, to trying to increase their knowledge about these technologies. In literacy, students try not to be emotionally disconnected so that they are isolated in ongoing online learning, and students often try to feel interested in online learning. And the highest item in this literacy and competency challenge is number 8, namely "I take an effort not to think of technology as a barrier to getting help from others during online classes" where the Often option is the highest. According (Markauskaite, L,2006) in (Santoso et al,2019) points out that technological literacy is a subset of ICT literacy that falls into the category of an inter-literacy perspective including the ability to use ICT as an integral part of basic literacy. Students who have high technological literacy will take advantage of their ability to get more references so that their teaching competence also increases and According to the (Ministry of National Education, 2003) "competence is the basic knowledge, skills and values that are reflected in the habits of thinking and acting or the specification of knowledge, skills, and attitudes that must be possessed by a person and their application".

Third, the challenge of student isolation, where students often feel comfortable in online learning that takes place. Because where students try to be comfortable when using projection videos or speakers and try to be the center of attention in online classes, students are active in the online learning process that takes place. In this item, the highest is at number 1, namely "I take an effort not to be emotional" in this item the Often option is the highest.

Fourth, the sufficiency of technology where students always feel they are trying to have adequate access to technology in learning and also try to experience equality in terms of accessing the use of technology in the classroom, students are also trying in online learning as it is today. Always try to keep the technology that is owned is not left behind. Time to have internet access during online classes, and also they try not to experience technical difficulties in doing their assignments. And the highest item here at number 1 "I take an effort to have sufficient access to have learning challenges" in this item the option is often the highest.

Fifth, the challenge of technological complexity where students feel they often try not to be bothered by the complexity of technology when studying online and also students often try so that if they have difficulty and look for solutions in using applications on the internet they try to ask or download them. Like not being able to use the Zoom application and trying to ask or download how to use the application. This item the highest questionnaire is at number 1 "I take an effort not to be distracted by the complexities of technology during online learning" which is often the highest option. According (Scanlon, 2021) Educational technology is also oriented towards solving problems or challenges in improving students' learning experiences. The desire to solve practical problems and improve outcomes for learners helps to remind us of the complexities of all aspects that we need to consider in developing educational technology-based approaches to problems in teaching and learning.

Sixth, the challenge of learning resources where students feel they are always trying to get good learning resources for them to go through when learning online. In this item the highest is number 2 "I take an effort to have sufficient access to the English Language Center" on this item the highest option is Often.

And finally, the challenge of a learning environment where students often want to get a good place and don't feel disturbed by anything during online learning. In this item the highest is number 2 "I take an effort to involve family members so that they do not experience interference with the online learning process" where the Often option is the highest.

Based on the explanation above, it can be concluded from the results of this study that the researchers found the level of criteria for students' efforts to pass challenges in online learning was at

the Often level, where Often students tried to pass every challenge. Often students try to follow every learning process as when online learning is being done. The results of this study the researchers found that the level of student effort was at the Often level which can be seen from the results of the highest online learning indicators.

### E. Conclusion

Based on the results of the research, it can be concluded that 44 % or 48 English students Often took some efforts to face online learning challenges at English Education Study Program of Muhammadiyah University of Bengkulu such as Self-regulation, Technology literacy and competency, Isolation Students', Technology Sufficiency, Technological complexity, Learning Resource and Learning environment. Technological Complexity particularly an effort not to be distracted by the complexities of technology during online classes got the highest frequency of online learning challenges.

The suggestion is for students because this research showed the results of the Often level on the efforts that students go through in online learning. Students must always prepare themselves and the environment to support learning success in this online learning and must always appreciate every learning during the pandemic so that you can maximize the positive side that exists. Lecturers must be able to provide full guidance and direction to students to be able to focus on online learning and provide confidence that the challenges that will be faced will always have a bright spot. And for further researchers must participate more in learning activities in order to re-accurate the results of the research and can use a much more varied research system to strengthen the results of this study, such as observation and interviews.

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