

Reflections of Teachers and Students on the Effectiveness of Virtual Learning Systems

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Abstract

The purpose of this study is to find out how teachers and students in one of high school in Indonesia feel about the usefulness of virtual learning system. The researcher applies a descriptive mixed methods (quantitative-qualitative) explanatory research design. To achieve the research objectives, the data collected were in the form of Likert questionnaire and interviews. The teachers and students in this study were from the third year of high school in South Sulawesi, Indonesia. The questionnaire sample consisted of two teachers and sixty students, while the interview sample consisted of two teachers and eight students and was gathered using a simple random sampling procedure. Teachers' and students' perceptions of the effectiveness of online learning strategies on students' English learning accomplishment were poor, with an average score of 57 percent for teachers' perspective and 75,5 percent for students' opinion. The survey results as supporting data revealed that teacher and student perceptions on the usefulness of online learning practices on students' English learning achievement at one of high school in South Sulawesi, Indonesia were unfavorable.

Keywords: Reflection, Effectiveness, Virtual Learning System.

INTRODUCTION

The Corona virus, known as Covid-19, has entered Indonesia, prompting the Indonesian government to implement a variety of policies to prevent the spread of the virus, including travel restrictions, prohibitions on large-group activities, and the requirement that everyone in the community wear masks, as well as the ability to work from home. That means that all activities, including teaching and learning, are carried out from home. This necessitates the use of technology by both teachers and students to continue the teaching and learning process, even if it is done online. Online learning is a distance learning system carried out through internet access this is According to Dabbagh and Ritland (2005: 15) online learning is a learning system using pedagogical tools (educational props) via the internet and network-based technology to facilitate the formation of an open and distributed learning and knowledge process through meaningful actions and interactions.

The success of using virtual learning system is inseparable from how teachers and students respond to online learning from face to face to online classes and of course this is a challenge for teachers and students based on student conditions because not all students have good network access in their area of residence and also a challenge for teachers how they manage online classrooms effectively to make students interested and understand the material presented by the

teacher and the success of online learning is not only seen from how teachers and students take place during the learning process but also from what students can get from learning outcomes or student achievement from using online learning strategies.

Concerning the importance of teacher and students' reflection of the effectiveness online learning strategies is incredibly important to be investigated because teacher and students' point of view can help in the development of education system whether it is still online or taking new policies depending on the results of this study. The factors that can influenced teachers' and students' perception whether is positive and negative there are functional / personal, structural and cultural factors. First, functional / personal factors, factors that affect individual perceptions in terms of needs, past experiences, motivation, expectations, attention, emotions, and situations in which the individual is present. Second, structural factors consist of stimulus intensity, stimulus quantity, and stimulus contradiction regarding an event. The cultural factor in which a person lives is also very influential on students' views about something new that is not in accordance with their environment or students have not experienced. After the sensing phase, perception is the interpretation of an experience. According to Irwanto (2002), perception can be classified into two categories: positive perception and negative perception, depending on how the individual interacts with the items that are viewed.

There are some previous studies related to this study. One of that study is conducted by Febrianto, et al. (2020) found in their research that the implementation of virtual learning system during COVID-19 in several region like in the rural area especially in Madura that has a limited internet access makes students difficult to learn and the problem is not only in technical online learning like the limited internet access but also in the socio-cultural condition of the Indonesian people who have not been able to quickly follow this new system takes time and consistent practice.

Based on need to know how the development of education during pandemic covid-19 with the obstacles of online learning for several region that has limited internet access and the advantages of virtual learning system for the students until the students' learning achievement of using online learning strategies. The researchers are interested to do further research and want to know and find out teachers and students' perceptions of the usefulness of online learning methodologies on students' English learning achievement".

Method

Research Design

The descriptive mixed approach (quantitative-qualitative) research design was used in this study. Two English teachers and third-year students from a high school in South Sulawesi were the subjects of this study. Simple random sampling was utilized in this investigation. The information was gathered using a questionnaire and an interview. Two English teachers and eight pupils were interviewed during the interview. The researcher employed two research equipment in this investigation. They came in the form of a survey and an interview. The questionnaire has 30 items, with 60 students and two English teachers serving as respondents, and the teacher and student replies were rated on a Likert scale.

Data Analysis

The numerous data received from the questionnaire were examined by calculating the most common answers given by teachers and students regarding the efficiency of online learning tactics on students' English achievement. The questionnaire employed a five-point Likert scale, which was as follows:

Table 1. Likert Scale

Series of statement	Score	
	Positive	Negative
1. Strongly agree	5	1
2. Agree	4	2
3. undecided/no answer	3	3
4. Disagree	2	4
5. Strongly disagree	1	5

(Gay, 2006:130)

The questionnaires consist of 30 items and have positive and negative statements. If the respondents chose all statement with strongly agree (SA) he/she got 150 and if all the respondent chose all the statements with strongly disagree (SD) he/she got 30. So, $150-30=120$. Since the questionnaire uses 5 scales. So, the interval will be $120:5=24$. The classification of the perception will be:

Table 2. Reflection classification

126-150	Strongly Positive
101-125	Positive
76-100	Moderate
51-75	Negative
30-50	Strongly Negative

(Lestari, 2017)

FINDINGS

The findings of the study showed the result of the questionnaire and supported data by the interview to answer the research questions in the first chapter. The research question is "How do the Teachers' and Students' Reflect the Effectiveness of virtual learning system" The researcher collected data through questionnaire and interview. There are two English teachers and sixty students of the third year of SMA Negeri 3 Selayar (one of state high schools in South Sulawesi taken as respondents in this research. Based on the data analysis from the questionnaire, it was found that teachers and students' perception of the effectiveness of virtual learning system on students' English learning achievement in SMA Negeri 3 Selayar is negative. It can be seen from the result of mean score in the questionnaire that was calculated as below:

Table 3. Teachers' Reflection

NO	SAMPLE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	SCORE	CLASSIFICATION
1	SUGIANTI	1	1	3	1	4	2	1	1	1	1	1	1	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	40	STRONGLY NEGATIVE
2	ROSMYATIHAFI	3	2	4	2	4	2	2	2	2	2	2	2	3	2	4	2	3	4	2	2	2	2	2	2	2	2	3	2	3	3	74	NEGATIVE
																											SUMMARY	114					
																											MEAN	57					

Table 4. Students' Reflection Classification

Range of Scale	Frequency	Percentage	Students' Reflection
126-150	-	-	Strongly Positive
101-125	4	6,7%	Positive
76-100	25	41,7%	Moderate
51-75	27	45%	Negative
30-50	4	6,7%	Strongly Negative
Total	60	100%	

In one of the high schools in South Sulawesi (SMAN 3 Selayar), the instructor and students had differing perspectives about the efficiency of virtual learning system, as shown in the table above. The majority of teachers and pupils had unfavorable attitudes, with some having extremely negative, moderate, and positive attitudes. Irwanto (2002) supports this by stating that there are two forms of perception: positive and negative perception. Favorable perception gives a positive picture of all information (known and unknown). If a person has a good perception, he or she will accept and support the perceived thing. Negative perception is a sort of perception (known or unknown) that is regarded negatively or is inappropriate for perceiving the item being experienced. When someone has a bad impression, he or she will reject and resist any perceived effort. Data collected from the teacher and students' response showed that most of the teacher and students had negative perception about the effectiveness of online learning strategies on students' English learning achievement in SMAN 3 Selayar. It showed that the mean score of the teachers' reflection is 57% and students' reflection is 75,5% which is categorized into negative.

There are several explanations that expressed positive, moderate and negative view. But most of teacher and students gave negative respond. It can be concluded as follow: There are 2 English teachers in SMA Negeri 3 Selayar and all the teacher had negative reflection of the effectiveness of virtual learning system on students' English learning achievement. But beside that there is also positive impact of online learning for the teacher even though all teachers have negative perception about online learning because online learning can improve teachers' IT competence. It was supported by the result of interview as follows:

Negative reflection

There are 2 (100%) English Teacher have negative perception of the effectiveness of online learning strategies on students' English learning achievement, but there is one positive comment

on the interview related with the positive impact of online learning.

Extract 1

(Teacher 1, 08/09/2021/No.1-5)

...No because students understanding decreases and learning motivation still need increase.

...Common problem that facing in the online learning is the network problem and student discipline is declining

...The positive impact is more practical because you don't need to leave the house to teach the student.

...Students' English learning achievement is decreasing.

...Give more explanation maximally...

DISCUSSIONS

The findings of this research showed that teacher and students had negative perception of the effectiveness of online learning strategies on students' English learning achievement in SMA Negeri 3 Selayar. It was proven by the result of mean score of teachers' and students' questionnaire which the teachers' mean score was 57% and students' mean score was 75.5%. It could be not separated from disadvantages or negative impact of online learning itself. And it also related with the data findings of the interview process as supporting data, some comments from the students said that online learning was not effective because the network problem and the lack of supportive learning tools such as the lack of gadget, computers and the cost of internet quota is expensive thus made some students lazy or not participate in online learning process and it can impact to their English learning achievement. And it was supported by teacher comment on the interview process that students' English learning achievement was decreasing or low because students understanding decreases and learning motivation still need increase especially in online learning. And it also related with the students comment that they found difficult to understand material that has been explained by the teacher in online learning process and to keep achieving during online learning they should keep learning and try to repeating the tasks given by the teacher and training themselves to looking material that is not clear. And to make students keep learning even though there was no internet access in their home teacher take a policy with visit the students and give the material at their students' home and give more explanation maximally.

On the other hand, virtual learning system can improve teacher and student's IT competence. It based on the result of teacher and students interview process. They gave comment that with the online learning they can improve IT competence and know a lot of applications that can be used to learn English. It means that online learning has positive and negative impacts for teachers and students during online learning process, but because of the teacher and most of students live in the remote area that make them difficult to keep follow the government policy to keep learning from home and the lack of supportive learning tools such as gadget, computers and internet access that is less supportive which is one of the problems in online learning so teacher and students gave negative perception of the effectiveness of online learning strategies on students' English learning achievement in SMA Negeri 3 Selayar.

Related to the previous research findings conducted by Puspaningtiyas and Dewi (2020) that students' perception of online learning is negative. And research findings conducted by

Febrianto, et al. (2020) found in their research that the implementation of online learning strategies during COVID-19 in several region like in the rural area especially in Madura that has a limited internet access makes students difficult to learn and the problem is not only in technical online learning like the limited internet access but also in the socio-cultural condition of the Indonesian people who have not been able to quickly follow this new system takes time and consistent practice.

It was related to the theory According to Hastomo (2019), e-learning is unproductive since students require a variety of supporting facilities, such as data packages during learning and frequent network problems. And other people with insufficient guidance and expertise, such as technology and internet access, believe and believe that online learning is difficult (Nasution, et al. 2020).

Based on the considerations of the discussion, the researcher concludes that there are several factors that make teacher and students' perception of the effectiveness of online learning strategies on students' English learning achievement in SMA Negeri 3 Selayar gave a negative response. First, the network problem. Networking is one of the common problems faced by teachers and students in online learning because some teachers and students live at the remote areas that do not have an internet access. Second the lack of supportive learning tools such as the lack of gadget, computers and the high price of internet quota makes it difficult for some students to participate in online learning. Third, students understanding decreases because students felt difficult to catch the material that has been presented by the teacher. Fourth, students' discipline is declining and learning motivation still need increase in follow online learning process. These things make students' English learning achievement decline during online learning process. Therefore, we can underline that teachers and students prefer offline classes than online classes because it can be seen from the obstacle, they found during online learning process. But, on the other hand, teachers and students also need to improve their abilities in terms of utilizing technology, especially in learning in the digital era (industry 4.0) today because even though the corona virus will be over but who knows the process of online learning will be over or still continue in the future. So, the result of this research can be addressed as reference material for consideration by the government to take decision in making educational system.

The government must provide policies that can benefit the two education systems both online and offline this will help teachers and students in using technology to be more creative and innovative in design learning based on technology and providing facilities and infrastructure that can support teachers and students in remote areas who have a limited internet connection and students are constrained due to the lack of supporting devices in online learning such as gadgets. And the use of the Kipin School application as one of the alternatives that can help teachers and students in the online learning process because this application provides various materials contains thousands of K13 school textbooks and school video lessons, tryout exercises, and literacy comics. Students can download thousands of data and can use it even when they are offline. So, it can help teacher and students who live in the remote area can be able to participate during online learning process and they can learn everywhere and anywhere they are and be able to adapt to technological developments.

CONCLUSION

The impact of online learning strategies on students' English learning performance in SMA Negeri 3 Selayar is viewed negatively by both teachers and students. It was demonstrated by the percentages of 57 for teachers' perceptions and 75,5 for students' perceptions. It was supported by the percentage of the questionnaire that showed 1 (50%) teacher classified as negative, 1 (50%) teacher classified as strongly negative, and 4 (6.7%) students classified as positive, 25 (41,7%) students classified as moderate, 27 (45%) students classified as negative, 4 (6.7%) students classified as strongly negative, and no student classified strongly positive. It may be concluded that teachers and students in SMA Negeri 3 Selayar had a negative opinion of the usefulness of online learning methodologies on students' English learning achievement. And it was related with the result of interview process as supporting data in this research show that teachers' and students' explanation on interview about the effectiveness of online learning strategies on students' English in SMAN 3 Selayar is not good and gave negative respond because some of factors like the network problem, student motivation and students' discipline in learning English during online learning process is declining. Thus, make students' English learning achievement is decreasing and need to be improved and they more prefer offline class than online class.

SUGGESTION

Teachers and students should be able to recognize the positive impact of virtual learning system by incorporating some creativity into the teaching and learning process, such as using several applications that are easily accessed by teachers and students, such as Google Meet, Google Classroom, and other applications that are in accordance with the state of the student's residence by utilizing the features in it as one of the development of knowledge in the IT field, such as using several applications that are easily accessed by teachers and students, such as Google Meet, Google Classroom, and other applications It is recommended for the next researcher who is interested in researching an application that can be employed in the online learning process but was not found in this study. The next researcher might be able to determine the impact and characteristics of such application on students' English learning.

LIMITATION

This study has a limitation namely: the researchers did not investigate the students' achievement in online learning process by using experimental research design so it did not give the insight about the students' achievement which actually has a role in developing the syllabus and ELT materials. The researchers did not explore the effect of online learning to the students' achievement, as the consequences the next study is recommended to investigate the effect of online learning toward the students' achievement.

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