

Use of Application Variations on Online Teaching and Learning during the Covid-19 Pandemic Era

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Abstract:

The government's use of social distancing has a considerable influence on many institution learning activities. Most instructors use social media apps like WhatsApp to coordinate learning and debate. The most prevalent roadblock encountered during the introduction of online learning is lecturers' and student teacher candidates' inadequate internet connectivity. This study aims to investigate the problems and solutions that teachers face during the Covid-19 pandemic that teachers need to teach and learn online. This survey is a descriptive survey using the online survey method. The data was collected using an online survey from 25 respondents to teacher of St. Thomas School, Thrissur. We found that 100% of St. Thomas School, Thrissur respondents completed online learning during the Covid-19 pandemic. Based on the results, 100% of teachers learn the online model. In addition, in implementing e-learning, teachers use many different applications such as WhatsApp Web, Google Classroom, Zoom Meeting, Webinar and YouTube. WhatsApp is the primary app choice for teachers. It claims that 100% of teachers are first choice.

KEYWORDS: Problems and Solutions, Variations of online learning applications, Online Learning, Survey, Covid-19 Pandemic.

Introduction

The global expansion of COVID19 has led to the closure of educational institutions. Government use of social distance has a significant impact on the academic activities of higher education institutions. Most instructors use social media apps like Google Meet, Zoom, Microsoft Teams, WebEx, WhatsApp, Facebook, YouTube, Instagram, Messenger, etc. to coordinate teaching, learning and debate. Covid-19 is a contagious illness that might result in a public health disaster. As Indonesia is a rule of law country, the prevention of infectious illnesses must be spelled out in a law or regulation. A lockdown is required by government policy in order to interrupt the chain of propagation of the Covid-9 coronavirus. The most prevalent roadblock encountered during the introduction of online learning is lecturers' and student teacher candidates' inadequate internet connectivity. This put colleges to the test in terms of their readiness to deal with a crisis that necessitated the use of modern technologies. Many universities are looking at the best ways to provide course content online. These can be useful and convenient tools for achieving learning objectives (Mukhtar et al., 2020).

Indonesia is one of the world's most populous countries, and its economy is heavily dependent on tourism, trade and investment. The country has been attacked by a pandemic known as COVID-19, which is rapidly spreading and poses a serious threat to the global economy, including Indonesia, particularly in terms of tourism and commerce (Nasution et al., 2020).

The COVID19 pandemic has had a major impact on almost every area of life, including school education. Indonesia is not affected by these changes. To break the chain of transmission of the disease, this country has issued very strict regulations. The World Bank, (2020) says Online learning is feasible and appropriate to ensure the continuity of student education during the COVID 19 pandemic. The same conditions and rules apply as the physics school was closed due to the crisis.

The emergency department of a hospital in Wuhan, China, is an important part of the health care system. Because of a new environment, inexperienced processes, insufficient protection, and other factors, interns are protected from cross-infection when they interact with doctors and patients. Interns can also conduct teaching practice activities in the field, however they must not be exposed to diseases according to the criteria. (Zhou et al., 2020).

The goal of the research is to determine the amount of self-control and self-awareness in the scientific learning process. A modified experimental pretest posttest control group design was used in this investigation. With a total of 200 students in the Elementary School Teacher Education, Faculty of Education, Universities PGRI Yogyakarta, 200 students studied science classes. The results revealed that science learning may be done online utilizing the Zoom app, Google Classroom, UPY e-learning, and a WhatsApp group (Atmojo et al., 2020).

During the COVID19 pandemic, social education shifted from face-to-face to online to avoid large numbers and prevent the spread of the virus. The study is developing a fair metric methodology based on user ratings for seven major online education platforms before and after the outbreak. Then determine if the user's reservation on the e-learning platform has changed (Chen et al., 2020).

Currently, Arabic language classes must be conducted online. Since March 2020, the government has been compelled to issue guidelines for adopting online learning. To solve these issues, creative learning management is critical. Instructors can better manage the design, execution, and assessment of online learning, according to a recent research (Yahya, ... et al., 2021).

Due to the COVID-19 pandemic, the move to online instruction took place in 2020. 362 academics and students from 13 European nations were polled by the researchers. They discovered that a combination of synchronous and asynchronous engagement and assessment approaches was being used at the moment. The total efficacy of the online educational experience, on the other hand, is thought to be lower ("Online Teaching Practices and the Effectiveness of the Educational Process in the Wake of the COVID-19 Pandemic," 2020).

The arrival of the Covid19 pandemic has caused serious economic problems around the world. Many countries have restrictive policies aimed at reducing social gatherings and increasing social distancing. As a result, higher education institutions were closed and there was a major shift from traditional classroom education to virtual teaching methods. It is not known whether this decision will have a positive impact on learning and education. The purpose of this literature review is to provide evidence of the consequences, difficulties and possibilities of online learning and education in the era of Covid-19 (Mseleku, 2020).

Language teachers face many additional stresses associated with the Covid-19 epidemic, including those caused by the rapid transition to online language education. The study investigated the stress and coping mechanisms of more than 600 language teachers worldwide who participated in an online survey in April 2020. This study looked at different stressors and coping strategies, divided into two categories: approach and avoidance. Positive psychological outcomes (happiness, health, well-being, resilience, post-traumatic growth) are associated in favor of avoidance (MacIntyre et al., 2020).

During the time of Covid-19's proliferation, the system took a hard position through various circular

letters relating to education policy. From elementary school through university, all learning activities are done online. This scenario affects student psyche and lowers the quality of student talents. This rapidly evolving learning system has had a significant influence on schooling. When students study at home, the most challenging part for teachers is putting the learning technique into practice at home. When it comes to online learning, parents must play an important role.

Method

This survey is a qualitative descriptive survey using an online survey method. The primary data collection was carried out by distributing an online survey to 25 respondents from the St. Thomas School, Thrissur affected by the Covid 19 pandemic. In addition, the assistance data is secondary data from documents, articles or news related to online learning during COVID19. The respondents are teachers over 25 years old. The average sex of the 25 respondents was 84.4% female and 15.6%, male. In modern education, all responsive teachers have college degrees. Respondents to this survey are local teachers from St. Thomas School, Thrissur District. St. Thomas School's Teachers and Research Teachers Class X & XII, i.e. English, the distribution of respondents for PAI and four respondents did not mention the classes they teach. There are 88% of teachers from X to XII class and 12% of teachers in the discipline. Principals encourage online learning, with 100% or up to 25 teachers learning online. Data collected by completing a questionnaire is distributed to all respondents as a Google form. In addition, the data collected has been analyzed for illustrative purposes.

Result and Discuss

The learning materials used by the teachers of St. Thomas School, Thrissur would be the WhatsApp (WA), Google Classroom, Google Drive, YouTube and WA groups. Up to 81% of teachers at St. Thomas School, Thrissur responded for some basic reason to learn online. The first reason 20 responded is that due to the COVID 19 epidemic season, teachers must learn online to break the chain of transmission of the epidemic. Additionally, the most effective way for students to learn how to minimize crowds and how to spread the virus to continue learning during a pandemic is by following government recommendations or learning an online pattern.

The second reason was answered primarily by 20 teachers working on their responsibilities, obligations and obligations to study even online. Teachers are obliged to study for some reason. The online model used by teachers is WhatsApp (WA), Google Classroom, Google Drive, YouTube, WA groups, and you may meet the Zoom Meeting app twice a week in person.

The e-learning model is the best choice used in St. Thomas School, Thrissur. That is, up to 100% of teachers use WA structure or are commonly referred to as WhatsApp, and teachers create WhatsApp groups that all students can participate in. In a group. The missions are given via WhatsApp. Teachers integrate by sending videos and making WhatsApp video calls with students, even if students don't understand yet. Collecting homework makes it easy for students through WhatsApp. Assignments can also be submitted via WhatsApp, and students typically take photos of their work and send them to their teachers. Instructional videos created by teachers will also be uploaded via WhatsApp. Additionally, students download material and learn material from teachers. The interview results further explain that the learning model implemented by teachers is to send videos using WhatsApp groups. The learning video format typically sent via WhatsApp group classes includes greetings to the students and continues by explaining the topic and the tasks that took place that day. In addition, assigned homework can be sent as videos, student notebooks. The way students do their homework is to write it in a book and do it manually. The resulting photo will then be sent via WhatsApp chat. To enhance the rating, teachers add assignments in the form of Google Forms. Teachers use WhatsApp to collect homework. Teachers choose to use WA because it is more convenient, easier for children to understand, and more effective because it does not require many assignments in the learning process. WA is now easier and more accessible. The advantage of using WA is that it is easy to use and easy to submit questions and documents. Teachers can use live WA video calling, even if they want to host a virtual meeting. WA is simple, efficient and effective in use.

The second option, the learning model, is the support app for WhatsApp, with 40% or 10 teachers. The application models used are Google Classes and Google Forms. The use of Google Forms is used to complete homework and assessments. Another addition is YouTube. That is, download the video for the students to watch. In this study, 15 teachers used these media. Student use of Google Forms for seating. The format of assignments given to students varies not only for academic purposes, but also for non-academic assignments. Another third application option is Google Forms with 36% or 9 teachers. Student use of Google Forms for seating. The fourth choice for the application used is YouTube (downloading instructional videos) used by 20% or 5 teachers. A short video on this teaching topic lasts 1020 minutes. The video has been on YouTube for a long time. Through this app, teachers research student knowledge, provide live feedback and track student activity. Another goal is to be more enthusiastic about learning, as students are motivated by the people they spend time with. It also helps to reduce the boredom of self-study. The first obstacle that teachers and students of St. Thomas School, Thrissur encountered was the difficulty in finding the Internet. But in fact, the WA app is even simpler because it is used regularly by teachers and students. Based on the results of other interviews with teachers using the e-learning model, we conclude that the e-learning model is very suitable for students. At the beginning of e-learning, documents were only provided in Microsoft Word, little by little the pupils were reading and getting bored. Students are excited to engage in learning when teachers offer online video learning. Especially when taking the multiple choice test through Google Forms, students are very excited because they can directly see the correct answers, grades, and work results. Zoom meetings only take place occasionally, as we remember that not all students, especially some students constrained by traffic lights, do not have access.

There are real barriers to online learning. First handicap, some children don't have one. The second hurdle is that you have a mobile phone, but it is limited by network devices and internet connections, and the difficulty of reporting due to frequent power outages prevents you from submitting tasks. According to other data, in fact, some students do not have their own mobile phones and will have to rent one. Such cases are very frustrating and the teacher should point this out to him. The third obstacle is that, due to Internet restrictions, information is not always accepted directly by students. For example, today I have a mission, but I cannot open WA after 5 days. When starting e-learning, the WA Web file cannot be opened because you do not know the application. The seventh hurdle is related to limited cellular capabilities, signal limits and Internet allocation. The main technical obstacles are the Internet and very frequent power outages. Also, many students find studying online boring because it is boring and sometimes they answer any question. The orientation of the child and the motivation to study at home or at school are certainly different. Online learning faces a variety of obstacles, the first obstacle being that if a student is bored, the teacher must devise a strategy to get the student out of the boredom zone. Teachers need to create by creating compelling online learning for students. First Benefits St. Thomas School, Thrissur noticed while learning online that it was more convenient and relaxed. This is very convenient because you can assign tasks at any time and report tasks at any time. Secondly, it is more flexible and can be performed anytime, anywhere. Third, it saves time and can be done at any time. Easily accessible for all students, so you can access it from anywhere. Dissemination of information is faster and more students can be contacted through the WA team. Fourth, it's easy to get real information and value, especially using Google Forms. Google Forms allows students to be more interested in their assignments because they can see their grades instantly. It will also be easier for students to do this. Students simply click on the answer to the question and choose the answer they think is correct. The fifth advantage is that students can be supervised and parents can accompany them. The sixth advantage is that teachers and students can have new experiences related to online learning. A weakness of S. Thomas considers online learning a lack of student engagement. Student engagement in the subject can be seen from the outcomes of students participating in the fully online learning process from start to finish. The results show that only 50% of the students are fully active and 33% of the students are actively involved. In contrast, the remaining 17% are sedentary students and rarely participate in online learning.

The principal and teacher's wishes for online learning at St. Thomas School are the first choices. After the condition has returned to normal, or after the Covid-19 epidemic is over, teachers are practicing online learning in the 4.0 century, in addition to classroom learning, for teacher and student skills. The second hope of this learning is to replace the teacher in applying the learning model. It aims to increase knowledge and apply technological advances correctly. The third hope is to receive special treatment for students with learning difficulties. The fourth hope is that this e-

learning model works well, but it needs to be added to the offline learning model. Studying Alone if you are online alone, there will certainly be less control over the integrity and independence of your students in completing their assignments. It would be good if this online learning model could continue beyond face-to-face learning. Hopefully, future student acceptance will lead to a better online model to support more effective and efficient learning. Fifth hope, e-learning can be a good solution to support the learning process at home during such a pandemic. The role of parents at home as much as possible to accompany children in learning at home. The positive thing you can achieve is for children to have personal privacy with their parents.

Conclusion

With reference to the above data, discussion and interpretation, we can conclude at the end of this study that education should ensure the continuity of educational and learning activities, even when students are at home. As a solution, educators need to think of media as an innovation that uses online media. The learning system takes place via a personal computer (PC) or laptop with an Internet connection. Educators can use social media groups like WhatsApp (WA), Telegram, Instagram, Zoom, Google Meet, WebEx, Microsoft Teams, Facebook, Instagram, YouTube, Google, and other media as teaching materials to learn at the same time. As a result, educators can allow students to study at the same time, even in different locations. Educators can also assign measurable tasks, depending on the purpose of the material presented to students. Additionally, the media most used by teachers are WhatsApp and zoom, as these are media that can be used by most students, although they can be linked through the Internet.

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