Students' Perceptions of Readiness toward English for Islamic Teaching Course in Online Learning during Next Normal

Abdul Hamid[1]*, Dihliza Basya[2], & Moh. Arif Mahbub[3]

[1,2,3] Universitas Islam Jember, Indonesia
[1]abdulhamidhamid2902@gmail.com*, [2]basya.9.moya@gmail.com, & [3]rifelbarzmahbub@gmail.com

Abstract. In online learning, various problems that are often encountered are slow to understand the material, communication abilities, social abilities and weak internet networks. EfIT (English for Islamic Teaching) learning is carried out online which results in the emergence of many perceptions because online learning is very different from face-to-face learning. This study discusses students' perceptions of readiness for EfIT lessons in learning online during next normal. This qualitative interview study (Kvale, 2007) aimed at investigate Students' Perceptions of Readiness Toward English for Islamic Teaching Course in Online Learning During next Normal. The data collected from-semi structure interview with four participants at one of the private university in the eastern of java, Indonesia. The result indicate that the readiness online learning in EfIT courses is quite good, especially in mastering technology.

INTRODUCTION

Online learning caused by the Covid-19 has a negative and positive impact for all students. The emergence of Covid-19 has had an impact on education which initially turned face to face moved to online learning (Moser et al., 2021). Adjusting the conditions experienced by all countries in the world, the government issues policies. Minister of Health Regulation No. 9 of 2020 concerning PSBB Guidelines in the context of Accelerating the Handling of Covid-19 was stipulated on April 3, 2020. PSBB policies include: 1) School and workplace holidays; 2) Restrictions on religious activities; 3) Restrictions on activities in public places/facilities; 4) Restrictions on socio-cultural activities; 5) Restrictions on transportation modes; and 6) Restrictions on other activities related to defense and

security aspects. The students and teachers alike learn to use technology as a learning medium. The institutions should turn to online learning to face this unexpected situation (Carrillo & Flores, 2020).

Online learning is very different from face-to-face learning. Utilization of various online learning media that is processed according to the abilities and wishes of the teacher. The demands of students not only academically but also the ability to master technology such as Google Classroom application, Moodle, Zoom and WhatsApp Group learning media, teachers send learning materials, learning videos links, assignments, and as a communication medium to carry out the mentoring process (Wei & Chou, 2020). During this Covid-19, learning moved to online learning, this online learning was introduced by Hodges and colleagues to distinguish the nature of online learning such as distance learning, blended learning and mobile learning (Alqabbani et al., 2020).

The most basic difference is the students cannot interact directly with the teacher. So that communication is very limited. This limitation of communication induces limitations in capturing the information that provided by the teacher. Indeed, remote control learning should focus on student independence. The students are one of the most important components for online learning (Gillis & Krull, 2020). However, the students get a many problems in their learning due to covid-19, including distractions, increased anxiety and feel less motivated, (Gillis et al., 2020). This dependence can cause problems for students at home because they are hampered by signals. The emergence of COVID-19 forced students to return to their hometowns, making it difficult to get internet access (Pandit & Agrawal, 2021).

Understanding and overcoming the obstacles students face is also included in the effectiveness of online learning (Muthuprasad et al., 2021). Thus, what techniques are suitable for use in EfIT learning during the next normal period and also what obstacles will be faced. Teachers' understanding of student perceptions in the implementation of online learning is considered important in the learning process and has a considerable influence on the success of education in schools (Greenhow et al., 2021). Readiness in learning is not only focused on students but also includes institutions and teachers such as designing different materials from face to face, communicating with students and evaluating what is a problem in class (Alqurashi, 2019). Students' perceptions of online learning require good interaction between classmates and teachers as well as the design of good and interesting learning materials (Greaves, 2021). Several factors that have been developed by (Hung et al., 2010) are used to measure students' readiness in online learning such as .1 independent learning 2. Learning motivation 3. Mastering technology 4. Communicating with teachers and fellow classmates 5. Student control. The purpose of this study is to find out the learning techniques in the EfIT course and also what obstacles will be experienced.

Readiness is an individual condition that allows him to learn. Accordingly, there are various levels of readiness to learn for a particular task. A student who is not ready to carry out a task in learning will have difficulty or even despair. The readiness includes physical maturity and growth, intelligence, background experience, standard learning achievements, motivation, perception and other factors that enable a person to learn (Chang et al., 2014;Smith et al., 2003). Students who have learning readiness will pay attention and try to remember what has been taught by the educator, because all of that is

to achieve learning goals and get good results (Prifti, 2020). In online learning there are several characteristics needed by faculty such as creativity, empathy, confidence, and flexibility (Cutri & Mena, 2020). Spending extra time online and having extra fun can be associated with developing skills in the dynamics of internet management as well as gaining experience in preparing for online learning (Firat & Bozkurt, 2020).

Online learning is a technology term that it utilizes the internet synchronously or asynchronously to get information in the field of education such as web-based teaching, e-learning, online video, online material, interactive online questions, quizzes and practices (Wong, 2020). Another option is blended learning, because it can balance these two strategies, with this approach online learning can be combined with face-to-face learning (Wagner, 1998). The learning materials are more varied, not only verbal form, but also more varied such as visual, audio, and motion. Students' perception of online learning that it can include a variety of learning activities, such as starting discussion in online discussion forums, conducting a personal assigments or group projects and attending physical or virtual exams class (Wei & Chou, 2020).

Online learning is not easy as face-to-face learning (Yandell, 2020). Online learning more presses an accuracy and carefulness in work of students in accepting and processing the information that has presented. Online learning as a method to communication that it can provide great benefit for teachers and students, consequently teachers need to understand online learning to be able to take advantage optimally to fulfill students' need. To operate online learning, it should be designed very attractively from face-to-face learning so that students understand where the difference and comfort of online learning (Adedoyin & Soykan, 2020).

Exploring the relationship between various factors such as perception of online learning, online learning readiness, performance, and course satisfaction, it can affect student or learning satisfaction in online learning environments. The Sloan-C model uses a quality framework that focuses on five pillars and supports quality learning environments in both academic and industry sectors (Gómez-Rey et al., 2016). Its five pillars are access, learning effectiveness, scale, faculty satisfaction, and student satisfaction. Measuring progress toward their learning in online education the institutions have to embrace the five pillars of quality online education that it provides the support for successful online learning.

Several previous studies have been conducted and pay more attention to the characteristics and ethics of students in online learning. Hung et al., (2010), investigated 1050 students who had implemented online learning by analyzing the characteristics and ethics of students in online learning. This study aims to explore student perspectives on student readiness in online learning. This study focuses on students' perspectives on the effect of online learning which is different from face-to-face learning. Participants came from various universities in Taiwan. Each participants attends 1 to 5 online learning classes. The study found that student ethics and characteristics had a positive influence on interactions between students and teachers, their comfort in an online educational environment, and how well they knew themselves.

METHODS

This study uses qualitative interview research (Kvale, 2007), aimed at exploring the perspectives of students about their readiness to face learning contextualized in the English for Islamic teaching course at one of a private university in Jember, Indonesia. In this study, the participants were recruited through purposive sampling. Researchers took participants at one of University in Jember who was implementing online learning in the English for Islamic Teaching course. The number of participants who will be taken is 4 students consisting of 2 females and 2 males. This method uses exclusion criteria, exclusive criteria are criteria that are specifically made so that prospective respondents can meet the inclusion criteria of the research group.

The following are the steps of researchers to get participants in this study, including: students take online learning at university level, students study English courses for Islamic teaching, students aged between 20-27 years old. The interview process to get data from participants is via WhatsApp. This research data collection tool was formed using the semi-structured interview. This study uses content analysis to analyze the data. Content analysis is an in-depth analysis that can use quantitative and qualitative techniques on messages using scientific methods and is not limited to the types of variables that can be measured or the context in which messages are created or presented (Neuendorf, 2001) Qualitative content analysis procedures of which two approaches are central: development of inductive categories and application of deductive categories (Mayring, 2014). The data validity techniques include: the degree of trustworthiness credibility, transferability, dependability and confirmability (Guba, 1985).

FINDINGS

The implementation of online learning in EfIT courses is carried out using learning applications and virtual class services that can be accessed via web using such as zoom, google meet and whatsapp. The stages of online learning are not much different from face-to-face learning in class, such as introduction, core activities and closing. The lecturer makes an agreement with students regarding the syllabus, lesson plans and lecture schedules before learning begins.

Through online learning, students can more economically and they can also take part in learning without having to go to campus. Students only need internet access to participate in learning.

According to the results of interviews with informants related to online learning in EfIT courses as follows:

"The learning is quite interesting so it doesn't feel boring such as making discussion groups and quizzes." **(student 1)**

In online learning students need hours of time because online learning is more flexible which makes students easily tired and there are students who are sick. Sometimes students feel overwhelmed and students are not physically ready for online learning.

The result of interview other student:

"I don't really understand technology so this online learning makes me feel confused and lack confidence." **(student 2)**

Based on the results of the interview above in accordance with previous study. One of the important factors of online learning for students and teachers is social engagement (Shin & Hickey, 2021). Online learning is an alternative to traditional face-to-face education (Sun et al., 2008). The stages of online learning are almost the same as the offline classes. The flexibility in online learning is one of advantages that it can increase motivation, comfortable, satisfaction and responsible in completing the tasks (Gómez-Rey et al., 2016).

Meanwhile, related to how students' understanding of EfIT learning materials. The results of student interviews regarding EfIT next online learning revealed that some students answered satisfactorily and some answered unsatisfactorily. As from the results of student interviews:

"In terms of understanding the material, it depends on the student, because there are different levels of understanding, some students understand more quickly and some are a little slower. I am a little quicker to understand EfIT material." **(student 3)**

However, there was also informant who said that the level of understanding of the material was almost the same when studying online. Material readiness means that students have material abilities in learning. Material readiness includes the availability of materials to be studied or worked on, whether in the form of reading books, notes, textbooks, and other adequate sources. Because the more references used, the easier it will be for students to learn.

"The understanding of the material is almost the same as the offline class, but sometimes when the lecturer explains the material I suddenly leave the class automatically, after entering again I suddenly miss a lot of material." **(student 4)**

Based on the results of interviews conducted by researchers on online learning activities in the EfIT course about what applications are used in online learning in the English for Islamic Teaching course:

"In the EfIT course, we all use applications that are easy to use such as Zoom, Google Meet, and WhatsApp." **(student 3)**

Meanwhile the results of interviews with other students:

"We use the googlemeet application more often in online learning. Apart from that, we also use WhatsApp, which is used by the teacher to provide material or a link to enter googlemeet." **(student 4)**

The media used for online learning in EfIT courses are whatsapp and zoom. This application is widely used for online learning because it is very easy to use.

However, the online learning model in the EfIT course raises many obstacles, such as slow to understand the material, coomunication abilities, and social abilities and connectivity. The results of interviews with students:

"Because my house is in the countryside, I have problems with the signal when I learned online, so it is less than optimal in participating in online learning in EfIT courses." **(student 1)**

Likewise other students:

"I was disturbed by a bad network and also a smartphone that didn't support it so that when the lecturer explained the sound sounded broken." **(student 2)**

Meanwhile, there are also students who are not bothered by bad networks as the results of the interview:

"For me, the network isn't a problem, it's just that learning uses up a lot of quota, even though the government provides free quota assistance, it's still not evenly distributed, I haven't received it." **(Student 3)**

Based on the results of interviews about the obstacles faced by students during online learning in EfIT , the signal is not strong enough to access material during online learning so that students' understanding of the material delivered by the teacher is not optimal (Muilenburg & Berge, 2005).

DISCUSSION

The results of interviews with some of the students above show that online learning readiness in EfIT courses is not fully ready. According to previous researchers, online learning will be successful if students already have communication abilities, technical abilities, and social abilities (Liu, 2019). In this case there are several factors such as online discussions, chat and e-mail facilities which are often used to support the success of online learning (Nicol et al., 2003). Readiness of students for online learning in EfIT courses. The learning process requires special attention, because students and teachers at this time must be able to adapt to new habits (Teng & Wu, 2021).

Online learning really requires individual belief or confidence regarding their ability to organize, perform a task, achieve a goal, produce something and implement actions to achieve certain skills (Zimmerman & Kulikowich, 2016). The success of each student will vary, depending on student and the way they learn. Positive interactions with peers and teachers can increase students' learning motivation and improve learning performance,

these interactions are beneficial to their emotional health and academic performance (Ge et al., 2022).

The results of the interview above show that implementing online learning is not as easy as expected. Students face various obstacles in the online learning process such as new changes that can indirectly affect students' absorption of theoretical and practical learning, then lack of motivation in learning, and internet connections that do not support (Muilenburg & Berge, 2005). In addition, the technical and financial abilities of each student are different, so not all students support online learning activities.

CONCLUSIONS

Based on research conducted on the EfIT course in the English Language Study Program, researchers have found various data findings, so the authors can conclude the following conclusions: 1. Learning that is carried out online in the EfIT course in the English Language Study Program has found that the applications use whatsapp, google meet and zoom. Readiness online learning in EfIT courses is quite good, especially in mastering technology, although there are some who are still confused. There are 2 options for assignments, namely individual and group. 2. The obstacles encountered during online learning are slow to understand the material, coomunication abilities, and social abilities and signals that are not strong enough to access material during online learning, these obstacles are often experienced by all students who they take part in online learning. In addition, this online learning also consumes a lot of internet quota.

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