

NEW LEARNING ADAPTATION OF THE ONLINE-OFFLINE COURSES

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Abstract

Based on the current study, this paper aims to discuss how students managed their new learning adaptation in online-offline learning activities in continuous semesters as their efforts to achieve the learning objectives, namely English Proficiency, according to the general objectives of the course and characteristics. This study explored how students deal with some problems on their online courses independently to meet course objectives. The study reflected how students engaged in learning problems in a shocking moment that occurred in the first quarter of 2020 at the start of the covid-19 pandemic that suddenly moved traditional face-to-face classrooms to multiple online learning systems. This study found that students practiced their strategies in such critical situations to develop their competencies to meet course objectives. This research was qualitative. The students' responses collected from a series of questionnaires distributed while attending several semi-online courses managed by researchers during the ongoing COVID-19 pandemic at the Bachelor Program of the English Education Department, Bung Hatta University and the Counseling Department of IAIN Batusangkar, semester I academic year 2021/2022 (August 2021-January 2022) were the data of the research. This study has paid a special concern for teaching and learning management in the coming semesters in the midst of the ongoing covid-19 pandemic. This study identified how students adapt to online learning with conditions: (1) the support for the availability of Information and Communication Technology (ICT) facilities in the environment where they live, and (2) the influence of the culture and social characteristics of the place where they live

Keywords: online learning, offline learning, course objectives, information communication technology, covid-19 pandemy, learning environment, learning adaptation, english language courses

Abstrak

Artikel ini melaporkan hasil penelitian bagaimana mahasiswa mengelola adaptasi baru pembelajaran dalam konteks kegiatan pembelajaran online-offline secara berkelanjutan dalam kondisi pandemi covid-19 sebagai upaya mereka untuk mencapai tujuan pembelajaran, yaitu Kemahiran Bahasa Inggris, sesuai dengan tujuan dan karakteristik mata kuliah. Artikel ini merangkum seperti apa mahasiswa menghadapi kendala pada perkuliahan daring-luring mereka secara mandiri untuk mencapai tujuan perkuliahan. Pada penelitian ini dicerminkan bagaimana mahasiswa terlibat dalam beradaptasi pembelajaran dalam kondisi pandemi covid-19 yang memindahkan ruang kelas tradisional tatap muka ke beberapa sistem pembelajaran daring yang terjadi sejak kuartal pertama tahun 2020. Dalam penelitian ini juga dilaporkan bahwa mahasiswa menggunakan strategi mereka untuk beradaptasi dalam situasi kritis seperti itu dalam mengembangkan kompetensi sebagaimana tujuan mata kuliah. Penelitian ini bersifat kualitatif. Data penelitian ini berupa tanggapan mahasiswa yang dikumpulkan dari kuesioner yang dibagikan saat mengikuti beberapa mata kuliah semi online yang dikelola oleh peneliti selama pandemi covid-19 yang sedang berlangsung pada Program Sarjana Pendidikan Bahasa Inggris Universitas Bung Hatta dan Konseling LAIN Batusangkar, semester I tahun ajaran 2021/2022 (Agustus 2021-Januari 2022). Kajian ini menjadi perhatian khusus dalam manajemen belajar-mengajar selama semester di tengah pandemi covid-19 yang sedang berlangsung ini. Kajian ini mengidentifikasi bagaimana mahasiswa beradaptasi dengan pembelajaran daring-luring dengan kondisi (1) dukungan ketersediaan sarana Teknologi Informatika Komunikasi (TIK) di lingkungan tempat tinggalnya, dan (2) pengaruh budaya dan karakteristik sosial tempat tinggalnya.

Kata Kunci: pembelajaran online, pembelajaran offline, teknologi informasi

1. Introduction

It is a necessity that Indonesia's national development places quality human resources as a non-negotiable pillar. In the face of the golden age of 2045 which marks 100 years of national independence, this pillar must continue to be maintained and strengthened. For this reason, education and training are undeniably necessary. Indonesian citizens must have a collective awareness that Indonesian human resources must be targeted to achieve a certain competence which is needed in the global era.

As part of education politics in Indonesia, the goals of national education have been set in the national education system. National education aims to develop the character, intellectual capacity, social competence, and spiritual of students to support various competitive skills needed in the current context (Decision number 20 of 2003, National Education System). The purpose of this education cannot be separated from efforts to realize better national welfare in this era. Consequently, innovative religious activities are prepared to facilitate students as learning subjects to be able to develop themselves, competence and performance, and build national character. Meanwhile, teachers as agents of change must be able to facilitate students to achieve goals; that is, better character along with their competence and performance.

It is undeniable that the mastery of science and technological progress is needed to enter the global competition. This is the government's main concern as well as a serious problem in education and national development. It is undeniable that the mastery of science and technological progress is needed to enter the global competition. This is the government's main concern as well as a serious problem in education and national development. In this era of disruption, mastery of science and technology is an absolute requirement to achieve a better life and welfare. Therefore, as a major need for human civilization, education demands professional management by all education stakeholders which is strengthened by government policies (Septy, 2014).

Regardless of the context, the COVID-19 pandemic has had an impact on various lines of life, including aspects of education (Li & Lalani, 2020). In this situation, the education sector is required to make rapid changes in the teaching and learning process, especially adapting to various technological devices. As a result, the teaching and learning process that was previously held traditionally has been shifted to a virtual classroom. This drastic change creates serious cases in the teaching and learning activities (Abidah et al, 2020; Giatman, et al. 2020; Pokhrel. & Chhetri, 2021). However, this has a significant impact on efforts to achieve competencies that must be mastered by students.

In such a crunch situation, many unexpected problems occurred in the teaching and learning activity, and this became a problem in the world of education. These problems relate to strategy of achieving learning objectives effectively, and managing technology-based teaching and learning activities to develops student competencies in accordance to the objectives of national education.

Some indications that show doubts about technological progress have been found by education experts. Such hesitency is christened technological disruption (UNESCO, 2021). Technological disruption is associated with changes in human lifestyles that can conflict with cultural values and norms in society. Nevertheless, technological developments cannot be stifled;

it is only related to the problem of how technological progress is managed to improve the quality of human life. Technology must be managed to create a better life. In this situation, humans must manage technology by involving norms and culture that reflect national characteristics. All of these are integrated into skills and competencies to face economic, political and social competition. These efforts are then related to the mastery of science and technology and the quality of competition. The Covid-19 pandemic has brought wisdom that seems to lead the Indonesian people to use information and technology (IT) as a means to improve the quality of education in all its complexities. Therefore, this research is intended to discuss the strategy of students mastering English competence through offline and online learning.

This study then explored students attending their online and semi-online courses managed to adapt their new learning situation to attain English Proficiency during this ongoing covid-19 pandemic. This paper discusses how students manage their online courses indicating their learning adaptation to the new learning situation in order to meet the course objectives.

2. Online Courses and Online Learning System

2.1 Online Learning System

The advances in technology allow students to study entirely online while still socializing with classmates, watching lectures and participating in subject-specific discussions. It is undeniable that the existence of internet technology makes it easier to access in various ways, including student learning materials. The students can choose and look for as many references as possible to do the assignments given by the teacher without bothering to go to the library. It is enough by using the internet and a laptop, any material can be found.

Students and teachers can learn to use book handles, modules, and so on physically. On the other hand, offline learning applies face-to-face meeting sessions in traditional and physical classrooms. In addition to controlling, offline learning also allows students to focus more on learning than online learning. In offline learning, students can immediately learn and do assignments without relying on the internet network or assistive devices so that they can learn smoothly. In offline learning, students can directly ask questions without being limited by space and time. Thus, offline learning allows students to more easily understand and absorb learning materials.

Learning is a communication process. Communication is the process of sending information from teachers to students for certain purposes. Communication is categorized as effective if the communication that occurs creates a two-way flow of information, namely with the emergence of feedback from the recipient of the message. The quality of learning, including online learning, is influenced by the communication that occurs in it. Learning can be interpreted as an interaction directly between teachers and students that are carried out intentionally and planned and has a positive purpose. Such direct learning communication is similar to social communication (Mulyana, 2010). Communication skills also play an important role in helping students to express themselves and knowledge in an appropriate and effective way. In this situation, communication plays its essential role as an important medium for shaping personality in society (Septy 2015).

In the context of learning during the COVID-19 pandemic, the use of technology-based learning media can be an important pillar to support teaching and learning activities. Information technology (IT)-based media has presented itself as the main source to support interaction and communication in virtual classrooms or e-classrooms (Septy 2011; 2021). Several studies agree on the importance of using IT-based media in online learning systems, as well as in several combined online-offline learning activities. The use of IT-based media can effectively facilitate students to develop knowledge and understanding of concepts conveyed by the teacher. In addition, using the media also acts as a tool to build students' learning awareness, manage learning activities, and develop skills through meaningful e-learning interactions.

IT-based media or e-learning is also used to lead student learning activities. In this case, teachers and students play as the operators to operate it easily to access the necessary information and references for their study needs. Moreover, during the process of optimizing multimedia technology-based English teaching, students are expected not to depend on their mother tongue, but will be motivated and guided to communicate with each other. With regard to technological developments, the experts agree and believe that in the future, the use of multimedia-based technology in teaching English will continue to grow.

There are several positive values of using IT-based media in online learning systems, for all subjects including English (Erben, et al. 2009; Thoučšny & Bradley, 2011), such as (a) developing intensive interactions for independent learning activities, (b) developing memory, (c) facilitating learning experiences using digital text, audio, and video, animation, role models, and the like that are important for conveying information and knowledge, and (d) facilitating and organizing the delivery of messages or learning materials, updating material, downloading and uploading material, sending messages or responding to other people makes it easy to convey, update content, download, send email messages, comment in group discussions or chat in chat rooms, and last but not least, links to extensive video conferencing to meet other people in. However, despite the advantages, online learning has disadvantages which are certainly related to the network. An unstable network will make students or lecturers participate in the online learning process. Students and lecturers whose homes do not have network infrastructure often experience difficulties in online learning. Online learning also makes students less understanding of the material presented. By learning online, students cannot ask lecturers about material that they cannot master directly. Although students can ask questions, it is very difficult to understand the material if it is not explained directly. person.

The learning objectives are assumed to be achieved effectively through an online learning system. This condition is related to the collective awareness that technological advances contribute significantly to the achievement of learning objectives (Bates, 2019). In this regard, three learning components are involved in online learning (E-among others: Learning Strategies, such as collaboration, reflection, games, roles, exploration, etc. Educational Models, such as open, flexible, distributed education, and others. Technology learning tools, such as communication devices, multimedia devices, course management systems, asynchronous and synchronous, etc. The three components of learning are interconnected in e-learning. Educational models based on learning and social processes provide information to the online learning design environment that directs strategies learning so that it can be implemented using online learning technology.

The online learning media equipped with navigation tools can facilitate learning activities for users (students and teachers) especially to present the material sequentially (Septy 2015d). In essence, presentations and learning activities can be designed in such a way and are very suitable for large audiences. In addition, the presentation of learning materials can also be stored on several Compact Disks (CD).

Online learning is one of the facts of the rapid advancement of technology. Online learning is part of several courses at world institutions. The online system makes the learning process easier even remotely. The use of technology can make it easier for students to carry out the overall learning process online while still socializing with classmates. Online learning becomes a trend today and can be used as an alternative to learning. Actually there are many benefits that can be felt by online learning actors such as the following.

In short, the online learning system is assumed to be an alternative to guide students in achieving learning goals. However, assumptions require continuous evaluation in various aspects. To achieve the learning objectives, several new learning adaptations, especially in this uncertain time of the COVID-19 pandemic, are important to be put into practice. Moreover, to guide students to adapt to learning situations ,English language competence as an international communication tool is an important study. This is related to several constraints on the availability of facilities, in addition to the limited technological constraints in various places in the country.

2.2 Online Courses

There were 8 English-related courses that have been studied in this study. The data of the courses were studied to identify how the students' adapted to some new learning situations of the ongoing covid-19 pandemic when attending their online-offline courses. The online courses were administered at Universitas Bung Hatta dan IAIN Batusangkar where the researcher is also the lecturer for the courses. The course objectives are presented in table 1 and 2.

Tabel 1. The Online Courses Objectives (Past Study)

No	Courses	Learning Outcome	Objectives
1.	Instructional Design	Professional in designing English learning courses	Develop the students' competencies in organizing and managing English lessons
2.	IT-Based Media for ELT	Manage IT-based media in organizing English lessons/materials	Develop the students' competencies in organizing English lessons/ materials using IT-based applications
3.	Listening to Monologues	Active listening skills for various topics	Develop the students' listening and responding skills on various issues/ topics
4.	English Daily Conversation	Active conversation/speaking skills in various topics	Develop the students' competencies in managing English conversations and talks on various topics/issues

To compare, the present courses and objectives are presented in table 2.

Tabel 2. The Combined Online-Offline Course Objective (Present Study of Septy, 2022)

No	Courses	Learning Outcome	Objectives
1.	E-Learning for ELT	Professional in IT-based teaching-learning management	Developing the students' competencies in managing information technology-based teaching-learning
2.	Genre-Based Reading	Critical thinkings of Current Issues	Developing the students' competencies in analyzing the genres and topics of text and topics to develop their critical thinking
3.	Trends in Language Teaching	Professional in innovative teaching-learning management	Developing the students' competencies in analyzing and practicing innovative teaching-learning modes
4.	English for Specific Purposes	Specific English Proficiency to support professional career	Developing the students' English proficiency to support their futureprofession

These courses have measurable objectives and learners' academic achievements that reflect the student profile that is expected to be realized by the end of their learning program.

The objectives of each course must be clearly defined and measurable. In general, course objectives must reflect the profile or expected student learning outcomes (Perpres number 08 of 2012, Higher Education Law number 12 of 2012). In particular, the formulation of the objectives of the courses relates to the level of competence achieved by students. These competencies include mastery of subject matter, habit formation, development of practical skills, and entrepreneurship. Therefore, the initial agenda is to provide students with an understanding of the learning objectives and the expected outcomes of the course they are attending. They are also directed to anticipate possible efforts to achieve goals during the online semester program. It is then assumed that the students are aware of their learning situation and adjust their strategies in managing their learning activities.

2.3 English (Related) Courses

As one of the compulsory subjects in the curriculum, English proficiency or English proficiency is directed at productive (speaking and writing) and receptive (reading and listening) skills which are taught in an integrated manner (Uso'-Juan & Marti'nez-Flor , 2006; Richards, 2006; Arslan, 2008). English proficiency is not only to achieve national education goals, but also to determine the existence of Indonesia as an important nation in the global arena. In addition, the ability to speak English will also place Indonesia as a country that has competitive human resources in the world community (Septy, 2016). For this reason, English is a very important lesson compared to mastering other foreign languages.

Ideally, learning English is not only for mastering English linguistics, but most of it is also related to efforts to acquire and transfer the development of science and technology. Moreover, mastery of English is also important to contribute to the development of national character, social care, sensitivity to national culture (multiculturalism), and the like which in turn fosters a sense of nationalism and participation in national development. That is, mastery of English does not only talk about English proficiency, but also directs students to have moral values related to self, social, and culture, as well as being able to develop knowledge and mastery of science and

technology. All of these issues are discussed and promoted continuously and become trending topics to develop integrity and nationalism in students (Niето, 2010; Kompas, 2011).

It is an inappropriate view when interpreting English lessons as a means to infiltrate foreign cultures into the nation's character. On the other hand, foreign cultural insight that accompanies learning English is used as a comparison material with national culture to provide cross-cultural understanding and form mutual respect in cultural diversity. Thus, this course is important to enrich the nation's character and make the Indonesian nation able to interact with the global community and become a nation that is at the forefront in various aspects including the advancement of science and technology.

2.4. Independent-Online Learning Management

Independent learning means that students do not depend on others, have the initiative and are responsible for completing their assignments. Self-study leads the students to make important decisions according to their own learning needs. This is the main concern in this study as identified in the preliminary study (Septy, 2021). First, online learning activities require Information Communication Technology (ICT) support. Second, socio-cultural-environmental, economy, mental attitude and motivation factors contribute for the success of students. In short, there are several aspects that influenced the students' online learning conditions, presented in Table 3. Despite this, this study has been limited to two interrelated components, and this paper discusses the two components as follows.

Tabel 3. Some Factors of Students on the Online Learning

No.	ICT	Other Supporting Condition
1.	Internet network,	Socio-Cultural Environment
2.	LMS apps/e-learning apps,	(Family) Financial Supports
3.	Design of Audio-Visual media/Materials	Personal Motivation

2.4.1 The Independent ICT-based Learning and Learning Adaptation

The benefits of using ICT in order to support the implementation of learning are: (1) improving the quality of learning; (2) expanding access to education and learning; (3) help visualize abstract ideas; (4) facilitating understanding of the material being studied; (5) displaying learning materials to be more interesting; and 6) allow interaction between learning and the material being studied. If you pay attention to the benefits of using ICT/ IT fatalities.

First, the main distraction in online courses that has been identified is the availability of the internet, especially for students living in remote rural areas with limited access. Various attempts have been made by the students to get internet access where possible, but the intermittent internet network has become the main control in their online learning. In fact, students have to leave the house at night just to get internet access. This makes the completion of their tasks cannot be on time, and even affects the quality of the task.

The limited internet network infrastructure has a very minimal direct impact on the arrangement of students' study schedules. The study schedule arrangement is intended to adapt students to the situation of online learning activities, such as 1) activities to access networks outside the home, 2) activities for reading references and compiling lecture reports / summaries, 3) activities for attending / attending face-to-face online lectures with lecturer, and 4) rest. Another problem is related to the dynamics of social interaction between students and fellow students to discuss group assignments. All of these activities require certain tiring adaptation efforts.

During online learning, collaborative learning activities are among the learning activities that are difficult to implement properly. Collaborative learning is recognized a learning model that successfully achieves learning outcomes. Second, the use of LMS applications is very strategic for students' online learning needs. There are many LMS applications available and used in the teaching and learning process, both paid and free LMS, including LMS provided by the campus. However, the success of using LMS in online courses is also determined by the capacity and expertise of lecturers in using technology-based media to support teaching need. On the other hand, not all learning application services can be used. This may be due to, among other things, limited menu features and available data storage space.

In fact, the provision of LMS through campus portal services or e-campus systems leaves several drawbacks, including: a) limited data storage space, b) there are complications in operating audio or video features. Consequently, the use of the LMS must be integrated with other social media, such as WhatsApp, line, and so on. In addition, the use of the LMS application also requires the provision of android-based gadgets used by students. Some devices ranging from mobile phones to 3G, 4G, even 5G services can be employed to affect the capacity of technology performance for online courses.

Third, the quality of material design in the form of audio-visual presentations is also an important aspect in the use of technology-based media. Interesting and contextual material design can attract students' interest to take part in online learning activities. The design of attractive presentation learning materials reflects a sense of art that can stimulate students' interest in learning (Septy, 2014; 2015a; 2015b).

Although the material is presented by the lecturer through audio visuals, the students are also required to improve the quality of reading and explore references for a more comprehensive explanation. Students can also collect attractive and complete presentation and materials from various online sources such as YouTube channels. The activities of students in finding teaching materials through technology-based media must be under the direction of the lecturer to lead them becoming focus more on finding sources to complete their assignments. This is very much done because not all online materials meet the course standards specified in the curriculum.

2.4.2. Online-Independent Learning with Other Supporting Factors

Online learning activities are related to several other aspects that may support the achievement of learning objectives. These aspects are expected to influence students' efforts to achieve goals that reflect their awareness to adapt to the pandemic learning situation. Other aspects include (1) socio-cultural environment, (2) family economic strength, and (3) self-

motivation. These three aspects are understood holistically since they are actually an inseparable part of students' efforts in managing their online learning.

First, although it is not the sole determinant, social and cultural aspects still have an important role in the online learning process of students. The learning process requires social interaction and is closely related to cultural aspects, especially people's habits and values that exist in the community. For students, social interaction is a basic need in learning activities both offline and online. Through social interaction, students can share information with each other and solve learning problems. Social interaction also contributes positively to foster students' motivation in participating in the learning process.

Moreover, the student's social environment becomes a determining factor. Social environment refers to all other people or human beings who influence students, either directly or indirectly, a place or atmosphere where a group of people feel as a member, such as work environment, living environment, and environment. Therefore, the social environment is everyone and the atmosphere of the place which can affect students both directly or indirectly.

In fact, the lack of infrastructure needed for online learning is a serious problem for students living in these areas. Disadvantaged students are likely to be the most affected. For example, children from poorer families are more likely to be left behind than their more affluent peers who have better access to online learning, while most children with special needs will not be able to access special services. In fact, some students who have intelligence and are active in offline learning activities, are left behind in absorbing learning materials due to the limitations of technological facilities in online learning. Thus, such socio-cultural conditions could be categorized as a critical factor in the students' success in learning.

Second, the family economy is an aspect that cannot be separated from the success of students participating in online learning. This condition is felt by students who come from the middle to lower economic level. Most students' tuition fees are fully supported by their respective parents. Moreover, not all of them received scholarships from the government. The influence of the family's economic ability on the achievement of students' learning outcomes can be shown by several indicators. The first indication can be seen from the financial limitations of parents to provide the facilities needed for learning. The economic conditions of parents greatly affect the learning motivation which ultimately affects the achievement of optimal student learning outcomes. The economic conditions of well-established parents can affect learning motivation and good academic achievement.

The second indication can be seen from the limited internet quota or internet network access. The main obstacle that hinders students during online learning is the lack or unavailability of data packages or internet networks. Online learning that relies on an internet connection becomes useless and useless if internet services are not available. This is complained by students who have limited access to the internet. During online learning, students use data packages and others use a wireless internet network (wifi) installed in their respective homes.

Third, motivation also plays an important role in achieving this independent online learning goal. Intrinsic and extrinsic motivation has a driving force on students in overcoming various obstacles and learning difficulties. Intrinsic motivation is centered on each student's personal awareness to realize their goals. Intrinsic motivation is actually a very powerful energy in

students. Intrinsic motivation is the motives that become active and function without the need for external stimulation because within each individual there is an urge to do something. In other words, individuals are driven to behave towards certain goals without any external driving factors. In contrast to intrinsic motivation, extrinsic motivation is strongly influenced by the encouragement or stimulation from outside. The encouragement from outside can be in the form of praise, criticism, gifts, punishment and reprimand from the teacher. In short, the role of motivation becomes an inseparable part of students to move their potential energy which then encourages students to carry out their learning activities towards the goals to be achieved. Extrinsic motivation for students arises from parents, teachers, and anyone who interacts with them.

Students' motivation is also marked through their curiosity to know the purpose of each course they take. The importance of understanding the purpose of the lecture is sometimes neglected by students before studying it. The failure of students to understand the purpose of the lecture is caused by their absence at the beginning of the lecture session due to internet network disturbances. In fact, this condition continues to the low attitude of attention and responsibility of the students towards their courses. For this reason, students must be guided to understand an effective and efficient way of learning which starts from understanding the purpose of each course, the sequence of material and the characteristics and content of each material. This can indicate the low quality of student motivation in participating in online lectures which has an impact on their failure to achieve predetermined learning goals.

Motivation is very useful for students especially to raise awareness about their initial abilities at the beginning of learning, process and results learn, inform about strength of learning efforts compared to peers, direct learning activities, and encourage them to learn (Hariri, et al., 2021). Learning motivation is also important for teachers, namely, generating, increasing and maintaining students' enthusiasm to learn until they succeed, knowing and understanding student learning motivation in various classes, providing opportunities for teachers to make pedagogical innovations.

3. Conclusion

This paper has reported some further investigation of the study identifying the students' problems in doing their online learning of related courses since the beginning of the shocking covid-19 pandemic in order to achieve the course objectives. This study particularly identified how the students manage adaption with some online and combined offline-online learning situations in order to make their learning goals possible. This is of the research interest how such a Covid-19 pandemic situation should be defeated regardless of limited access to the learning resources and facilities. Despite some educational problems arising, this study reflects how some new adaptations, as well as new learning behaviors, have to be managed appropriately. In short, this study leads teachers (lecturers) and students in particular to efforts to develop their competence in the respective courses and internalize relevant learning characteristics to meet the objectives of national education.

This study implies how such a Covid-19 pandemic situation should be defeated to achieve the education goals. As education is a breath of national life, it should win to defeat the pandemic, not the covid-19 defeats education. This study identified how students adapt their learning situation to reflect pearls of wisdom in managing their online courses to achieve the course objectives. This study may recommend that two factors, i.e. (1) the use of information technology, and (2) the support of the cultural environment/learning constraints in various

places, could be managed effectively to defeat the pandemic. This study and the online courses conclude efforts to be made to new adaption to defeat the covid-19 pandemic. It is important to note that education as the breath of a national life should be halted by the pandemic, there are many alternative learning adaptations to do to win the situations to achieve the education goals.

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