



## **Redesign Online Learning During the Pandemic of Covid-19**

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### **Abstract**

Online learning has become a necessity and is fascinating to develop during the Covid-19 Pandemic. However, numerous students' opinions stated that online education would be boring if the lecturers merely applied monotonous methods from the beginning to the end of the semester. It caused students to be less motivated to take lectures seriously. Up to now, students mostly join their classes through Teams Meet or zoom only to fulfill their attendance. This study aims to determine the students' learning motivation and provides alternative solutions

for a more enjoyable learning process during the pandemic. The writers recommend several alternative explanations for learning English and designing engaging online learning. The methodology employed is descriptive qualitative, which analyses the data by explaining the problems using words, not statistics. The participants were 45 UKI students who contributed their opinion by answering some questions concerning their last semester online learning. One of the results indicated that 90 percent of the students were less motivated to participate in each lesson using Teams Meet or Zoom because the learning was less varied. The researchers give alternative solutions from these findings by adding various learning models, both synchronous and asynchronous.

**Keywords:** *Online learning, pandemic, synchronous, motivation*

## **Introduction**

The COVID-19 pandemic in March 2020 has changed teaching and learning drastically from offline to online. In other words, the coronavirus pandemic has ushered education into a new era, namely the new normal era (Valiyev, 2020). The impact is significant because the change caused many parties to be unprepared (Hickland et al., 2020). After all, it happened in a hurry. Those who have never taught and studied online turn out to be very awkward and do not enjoy the learning because they still miss face-to-face classes. It becomes impossible due to the coronavirus spreading, so online learning is the only choice, no matter if people like it or not. In other words, there are many obstacles faced when learning online at the beginning of the transition of online learning amid the Covid-19 Pandemic. They include lack of motivation, difficulty understanding teaching materials, and direct communication between lecturers and students (Alawamleh et al., 2020).

For some lecturers, the obstacles include a less stable internet network caused by inadequate e-learning support. The others use a learning application that requires training to use it, such as Microsoft Teams and Google Classroom. It is essential and urgent to master online learning applications that take up much time and effort to learn (Ohanu & Chukwuone, 2018). Another problem is the feeling of worry about not teaching attractive and good quality material to students because of the imposition of online learning that has never been done before. Moreover, lecturers do not need to deliver printed materials or assessments since students can download them from the platform provided by the university that they use for the online course (Parlindungan et al., 2021).

At the Indonesian Christian University (Universitas Kristen Indonesia or UKI for short), online learning using the Microsoft Teams platform has been provided by the university for all UKI academics. There are four features available: teams, meetings, calls, and activities. We can create the channel using the Teams feature, hold meetings, and share conversations and files. The meeting feature allows us to sync up the outlook calendar to ensure that all members can attend a meet and take a phone call. The calls feature is used to make a phone call to all members of the Microsoft Teams. The last component, activity, focuses on all activities available in the application, for instance, doing any unread task in the application (Wolverton & Davidson, 2020). Using this application, the lecturer and students can interact in real-time in one video conference using Teams Meet as a virtual classroom for synchronous study. In doing so, the physical face-to-face meeting has been replaced by the virtual meeting of the real-time. Besides, the application can share files, videos, links, either for download or upload. Another facility is sharing and discussing Chat during video conferences, and the same Chat is also for offline conversations.

Although numerous lecturers have been given training on using the online platform of Microsoft Teams, its implementation is not as easy as imagined. At the beginning of online learning in March 2020, many lecturers were not ready to use it because they did not feel comfortable and did not master it, and so did the students. Unpreparedness for its use was because previously, the tools needed to conduct online learning have not been prepared, such as online learning manuals. It obliges students and lecturers to manage 'learning by doing' by trying and employing applications and technology so that the learning can be carried out, even with incredible difficulty.

Learning by doing has been implemented since no turning back to traditional teaching. The learning process is ultimately left to the lecturer to provide online learning methods as far as the lecturer can apply. It causes teaching to be done sparingly because mastery of technology cannot happen automatically. It results in a tedious and less varied learning process. For this reason, lecturers are required to create structured online material presented in soft copy. They previously used printed textbooks but now need to master technology or adequate applications to convey the teaching properly.

Obstacles for students in online learning include understanding teaching materials because they take online lessons that only use gadgets without meeting the lecturer face-to-face physically. Students who study in onsite class automatically concentrate and listen to each lecturer's explanation because they face it in the actual situation. Lecturers easily reprimand students who are sleepy or doing other things. This condition cannot be done in online learning since a

lecturer cannot control all students because of virtual contacts. It will be worse for those who do not open the camera during a meeting in the video conference. Those students manage to close their cameras because the network is less stable or the camera is damaged on the laptop or cellphone. The lecturers also became less enthusiastic in their teaching because it was like teaching the walls with nobody paying attention. When the lecturer calls students names during a video conference in online lessons, they can avoid it by not answering the lecturer. Afterward, the student explained that the internet network was less stable, making him leave the online class. This student could also leave the network if he did not want to answer the lecturer's call, even though the internet network runs appropriately. It makes learning run less smoothly.

Another obstruction experienced by students is the less stable internet network. As a result, the delivery of lecturers is sometimes lost, or the voice is not heard, which makes it difficult for students to understand the learning material fully. The unstable internet network affects students who live in remote villages. Those who live in big cities also experience the same thing. It should be a concern for the government to provide adequate internet facilities in all places in Indonesia so that online learning can take place well. Estimates of the Covid-19 pandemic, which we do not know when will end, will cause online learning to continue in the future. Therefore, a good internet network is a primary need that the government must facilitate.

### **From Face-to-face to Online Class**

Face-to-face classes are ideal traditional classes and are more in demand because, first, direct interaction between lecturers and students does not occur in online classes. Second, discussions between lecturers and students or fellow students are preferred in onsite classes because physical discussions will directly involve everyone in the traditional class. Students' expressions will be seen from their speaking tone and facial appearance of how one's emotions and thoughts are expressed. In online discussions where everyone is talking, not face to face, it does not look lively. The lecturer discussed the materials only to pictures or names (if the person concerned does not turn on the camera). Third, lecturers or students who explain or say something in traditional classes will be audible clearly. If not, students can move to the front chairs to listen to the lecturer's voice. Although the lecturers and students can do similarly in online classes, sound barriers often occur. In other words, offline classroom interactions are more satisfying than online classes (Summers et al., 2005).

With the Covid-19 pandemic, teaching and learning have shifted to an online mode, where everyone has to stay at home since it would be dangerous to go out and crowd on campus.

Online learning has changed the paradigm of learning more to learning independently and with a strong motivation so that mastery of the material can occur. Furthermore, online learning looks more manageable and fun because students do not need to wake up early and struggle to arrive at campus. They open their laptops or gadgets; learning occurs according to a set schedule (synchronous) or flexible time to do assignments (asynchronous). In an online class, the interaction between students and lecturers can go smoothly and relax since they can communicate directly but not face to face in the real world. It will facilitate those who are shy to talk physically in front of the lecturer. As Ni (2013) stated, participation will be less intimidating, yet interaction can increase in online classes.

### **Activity during online class**

Having similar activities every day in front of the computer makes students unable to be creative as they were on campus. After some time passes, online learning at home makes students lazy to move and only spend time in their rooms. Much time is spent sleeping and playing games because it is impossible to leave the house due to the spread of COVID-19, which is still dangerous. As the transition from face-to-face, virtual class is not very effective because the situation leads students not to think productively but lazily. Lecturers talk a lot and give explanations, while students only occasionally actively participate during learning through video conferencing. Continuous monotonous learning like this makes students bored and sluggish. One of the compensations is that students are reluctant to open the camera during synchronous learning because they feel comfortable not showing their faces to the lecturer. As a result, students are not serious about attending lectures. They can do other things without being observed and reluctantly listen to the learning material. The learning situation, which is always at home and less moving, makes students sooner or later feel comfortable and often fall asleep while attending lectures. If this continues, learning will not achieve the expected goals. Then, it is vital to have various teaching and learning situations to avoid boredom. Habbash (2021) stated that students' preferences are engaging in multiple classroom activities. It will encourage more involvement for them to take part in every action.

The implementation of online learning as a chosen learning mode amid the covid-19 pandemic should be evaluated regularly to improve the quality of online education, which has been going on for more than a year. The evaluation includes the planning, process, and learning outcomes. Supposedly, teaching and learning activities were carried out modestly to continue learning at the pandemic's beginning. In that case, after a year has passed, lesson planning should now be better prepared and can be implemented better.

Learning planning consists of learning materials in soft copies made by lecturers systematically, expecting to facilitate students more straightforwardly understanding the presented material. Furthermore, lecturers should be concerned about how learning materials are delivered in online learning so that students are motivated and enthusiastic about attending lectures by applying some applications. Third, lecturers need to manage the learning process from the beginning to the end of the semester is always fun to maintain learning motivation. For this, lecturers need to be creative to use different types of learning interaction so that the students enjoy participating in each task.

The process of teaching and learning during the Covid-19 pandemic uses Microsoft Teams platforms, which have many difficulties at the very onset, now have been operated at ease by most lecturers. Furthermore, WhatsApp and email are still utilized to equip different platforms for sharing information or data (Mishra et al., 2020). It indicates that more lecturers operate online platforms or applications to provide more about technology. It suggests a good signal of technological achievement. Without it, the lecturers will be categories as disrupted.

On the other hand, learning outcomes were not too visible a significant difference compared to face-to-face learning during online learning. Students tried to do the assignments given by the lecturer, even though they admitted that the tasks assigned at online meetings were quantitatively more than onsite meetings. In other words, the learning outcomes in online and face-to-face learning should produce the same effective results if the learning process is carried out correctly (Yen et al., 2018).

### **Students' motivation in an online class**

Learning outcomes will be improved if students are motivated to study well. In the classroom of face-to-face learning, motivation will be built stronger because of the direct interaction between lecturers and students. However, the same motivation will not commonly occur in online learning if students do not have a strong drive to participate actively in a virtual class. Lecturers cannot supervise students directly in face-to-face meetings.

Motivation is very crucial in achieving educational goals. Strong intrinsic or extrinsic motivation will enable students to achieve the ultimate learning goal. Concerning global motivation, students who have a positive attitude towards learning will become competent in their fields (Lamb & Arisandy, 2020). Students with less motivation will obtain it challenging to achieve goals, even with great effort. Without motivation, students will not achieve their goals optimally.

Determining students' motivation to learn, we delivered a questionnaire about their opinions concerning the learning they had experienced during the past semester amid the pandemic of Covid-19. This research aims to explore how students think about the learning that has taken place to determine their motivation during past education. Then, the second research purpose is to investigate what they expect as an alternative solution to intensify this motivation so that the next lesson can be better.

### **Methodology**

This study applied a qualitative method that explains students' motivation during online classes and the alternative solution of improving teaching and learning.

### **Participants and Procedure**

The participants of this study consisted of 45 Universitas Kristen Indonesia (UKI) students, 73% females and 27% males majoring English Department from the Faculty of Letters and Languages. The students needed to answer eighteen questionnaires concerning their previous online class. The questions consist of sixteen multiple choices and two open questions regarding their opinion of online courses and the good and bad aspects of an online class. To minimize misunderstanding, we delivered the questionnaires in the Indonesian language. The focus of the questionnaires focused on three parts. First, students' current perspective of online class practice for about one semester, next, their motivation to study online during the pandemic of Covid-19, and last, the alternative solution to increase students' motivation were elaborated. The questionnaires were given through google forms after they finished one semester of online learning.

### **Analyzing the data**

After collecting the data by administering the questionnaire via a google form, the authors described each data entirely based on the percentage of each option. The rate obtained from every question was also elaborated in detail. Every question was explained to get students' viewpoints concerning online class, motivation, and solutions to better learning that increases their motivation. Students' feedback from the various open questions was also described in line with each statement to enrich the multiple-choice questions. Hence, the multiple choice results were described in detail, together with students' answers to the open questions.

### **Results And Discussion**



The results of the questionnaires are as follows:

Table 1

No	Questions	Agree	Disagree	No Idea
1	Online learning is fun.	62	27	11
2	Online learning is boring.	49	42	9
3	I expect online learning every week.	24	49	27
4	I join online learning because of necessity.	53	38	9
5	Online learning is fun because I become more creative and innovative through the assigned tasks.	60	29	11
6	Online learning provides motivation to learn.	56	31	13
7	I am motivated by online learning because learning is relaxing at home.	78	18	4
8	I am motivated in online learning because of the flexible learning place.	82	13	5
9	Online learning is motivating because I am encouraged to use technology.	84	9	7
10	I am not motivated in online learning because the internet network often doesn't work well.	58	27	15
11	I am not motivated in online learning because it costs a lot for quota.	40	44	16
12	Online learning is engaging if the lecturer teaches with various learning models.	91	2	7
13	Online learning is fun if lecturers teach not only in video conferences (face-to-face online) but also in the form of giving structured assignments.	76	15	9
14	Online learning in the form of video conferencing is fun if the lecturer provides exercises/quizzes that involve all the participants.	62	27	11
15	Online learning in the form of video conferencing is fun if the lecturer provides exercises/quizzes/materials with applications.	71	18	11



16	I feel comfortable in video conferencing learning because I can playback recorded lessons.	93	2	5
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The questionnaires using google forms delivered to students total eighteen questions consisting of sixteen multiple-choice questions and two open questions. Those 16 multiple choice questions focused on online learning, motivation, and the solutions to fun learning that can increase students' motivation to learn excellently. The statements about online education were from number 1-5, motivation number 6-11, and attracting teaching methods number 12-16. Question 17 and 18 were engaged students' opinions about the online learning they experience, either beneficial or terrible.

The first question concerns whether online learning is joyful, 62% agree, 27% disagree, and 11% do not know. It is revealed that online learning is positive for more than 60% of the respondents. Students began to like online education because they joined their home classes. This evidence was obtained from students' answering of the open questions. Hence, they did not have to get up early and go to college as previously routine before. They also felt comfortable because they could avoid the coronavirus at home.

The second question asked if online learning is boring. Almost 50% of the participants agreed, while 42% disagreed, and 9% did not know. If the participants who disagreed and did not know were added, the percentage would reach 50-50. It means that online learning is both fun and tedious. Students' answers to the open questions stated that once fun, online learning turned into dull over time. The reason was that it was not too different or no variation in online learning in each meeting. If the lecturer gave various activities, it was enjoyed at first, but then it became boring. Compared to a student who likes to play a game, he will quickly get bored with one game and need the next one.

The third question asked whether students were enthusiastic about online learning. After more than one semester of online education, almost 50% of students disagreed, 24% agreed, and 26% did not know about the statement. At the beginning of online learning, where everything was new, students were enthusiastic about learning new things. Online classes indeed made changes in academic activities. Another change was flexible learning in virtual courses. Students who live at home or stay in other places or in the middle of ways can access the class anywhere. Online learning caused it possible for students not to live or stay close to campus. Another flexibility is that students who work either part-time or permanent jobs can join the

virtual course. It means that more students will have a chance to pursue higher education which was impossible previously.

The fourth question concerned whether students agreed to attend class due to obligation. 53% agreed, 38% disagreed, and 9% did not know. It meant that students realized they followed their lecture because it was crucial. Those who want to pass the course must attend classes, whether they like it or not. More than 50% said that students attended lectures because they were obliged to, not because they felt happy. So, attending classes was treated as a compulsory activity for students.

In the fifth question, 60% of students agreed they became more creative and innovative through the tasks. Students also stated that they had significant assignments in online lectures. The given lessons also required them to use several applications to complete them. It needed them to learn more applications to improve their ability to use learning technology and develop their creativity and innovation in carrying out their duties.

56% of the students agreed that online learning motivated them to learn in the sixth question. 31% of students disagreed, while 13% did not know. On the other hand, from their answers to the open questions, they were motivated to learn online and took lessons from webinars, workshops, and many other things because they had much time at home. Students who were not motivated feel bored because they should always be at home. Not being motivated was also because the internet network was difficult to connect, especially in remote areas. They had to leave the house and find a place to access the internet well, but the network was sometimes unstable. It caused students to go in and out of applications to attend lectures.

In the seventh question, 78% of students were motivated in online learning because they studied leisurely at home. So, almost all students enjoyed online learning at home. They arranged a comfortable place to learn to avoid obstacles to the internet network. While studying at home, students could attend lectures even though they had not showered, which does not happen in traditional learning. Moreover, students can attend courses by wearing shorts because only the face is visible on the camera. For more than a year of studying at home, students got used to virtual classes comfortably and felt reluctant to do face-to-face learning again. Another thing was that students had a comfortable experience learning at home because they could eat or drink in the middle of zoom meeting if not on camera.

In the eighth question, 82% of students were motivated in online learning because of the flexible learning place. It was one of the most preferred by students. They could follow the lesson when they were at home, traveling elsewhere, or outside the home. Even students could

study in their favorite Café. As long as the internet network could be accessed properly, they could do learning anywhere.

In the ninth question, 84% of students were motivated in online learning because they were encouraged to use technology. It also encouraged students enthusiastically about online learning, which might not be the case in old-fashion education. The reality was that there were still several students who did not know and use technology formerly. Online learning forced them to be users of technology. Likewise, lecturers become more capable of using technology and are forced to study it if they do not want to be eroded by the progress of the times. Usually, when lecturers give quizzes, students will be pleased to operate the application. These applications can be used later on to hone their skills. Another thing is that students can take part in several online competitions. Technology also required students not to photocopy the material or their task because they should submit their files in soft copy.

In the tenth question, 58% of students were not motivated in online learning because the internet network often did not function well. Due to the poor network, many students complained that their Teams application often crashed, forcing them to leave the network suddenly. They tried to re-enter the web; sometimes, it could be fast. Nevertheless, it takes a long time to reconnect if a problem happens. A poor network also caused the lecturer's explanations to be less apparent or disjointed so that online learning became less enjoyable. Another issue that often arose was running out of internet quota, which broke network contacts. If this was in the middle of a video conference, it caused students to feel very uncomfortable.

In the eleventh question, 44% of students stated that they were not motivated in online learning because they spent much money on quotas, 40% agreed, and 16% did not know. There was almost the same number of students who agreed and disagreed. For some students, purchasing quotas was not a problem because their parents provided them at home. Others had to buy their quota with a hefty fee every month. Government assistance provided 15GB of quota for lecturers and students several times. Still, it was minimal and was not offered throughout the year. So students must always check the amount of internet quota every time they study.

In the twelfth question, 91% of students agreed that online learning was engaging if lecturers taught using various learning models. It is related to mastery of learning applications. Students were motivated if the lecturer did not teach monotonously every week, let alone interspersed with quizzes using other applications. Of course, students were enthusiastic about learning, and there was no reason not to participate either in synchronous or asynchronous. It indicated that mastery of technology was indispensable for lecturers and students. Lecturers who provided several applications would attract students and not create a dull learning atmosphere.

From the thirteenth question, 76% of students agreed that online learning was fun if the lecturer taught, not always in the form of a video conference (face-to-face virtually). They also need structured assignments (offline classes). This mode will occasionally give the feeling of having a break or relaxation. The online courses are divided into two ways, synchronous (direct) and asynchronous (indirect). In synchronous learning, direct online interaction occurs. The lecturer delivers the material, and students listen and ask questions or discuss with the lecturer simultaneously at the schedule provided by the study program. Asynchronous learning gives assignments to be done by students based on the materials in the Course Outline. They may finish it within one week, where students may pick up the best time to accomplish it during the week. This type of learning exists merely in an online class; the model is only face-to-face in a traditional style. Finishing their assignments within a deadline of one week, students will be considered present at the meeting after they have submitted their jobs on time. Both of these learning methods need to exist in every course. Lecturers need to decide which session will be taught synchronously which one is asynchronous from the beginning of the semester. They should decide and prepare well. The ideal class requires more percentage on synchronous than the asynchronous. More synchronous meetings are demanded because students still need a lecturer to explain the learning material.

In the fourteenth question, almost 70% of students agreed that online learning in video conferencing was fun if the lecturer provided exercises or quizzes with applications. It suggests that lecturers are expected to master techniques applied in their teaching. Some applications used during Teams meeting include Mentimeter, Kahoot, Padlet, or Quizziz. The application does not have to be distributed in every session but depends on class readiness. Lecturer are giving quizzes with applications that provides an impressive experience for students. Supposedly it might be challenging to follow the quiz utilizing a particular application. In that case, if it is delivered several times, students will remember it and be constantly motivated to follow the lesson.

In the fifteenth question, 62% of students agreed that online learning in a video conference was fun if the lecturer provided exercises or quizzes by involving all students. It can be done, for instance, using an application, Padlet. The lecturer provided one open question and then asked all participants to submit their answers to Padlet, already prepared before class. However, online learning had difficulties, especially from the students' side. Every study schedule using Teams Meet (video conference), some students were less motivated to participate thoughtfully in the ongoing lectures. All students were required to open the camera during learning to show students' appearance and seriousness in actively participating in all activities. Usually, students

who opened the camera were those who had a super motivation to learn. Students who did not open the camera can be categorized into two: first, active students with broken cameras or lousy networks; second, inactive students took part in learning only for attendance. The latter was not engaged because they did not respond when their names were called. Probably the student was sleeping or doing other activities away from gadgets or not paying attention to lectures.

Lecturers must have a technique to involve all students in learning actively. One way is to ask questions, and all students are required to answer and submit in the chatroom. It is very effective because almost all students are required to be active. In other words, this can be a sign of their activeness in class. The second way is with a break-out room, separating students into several groups according to the students' numbers. Students are motivated to discuss in their respective rooms with the breakroom actively. Group discussion is an effective tool to engage well in their learning to express their thinking or ideas. The passive students who have group work experience, share thinking, and debate will increase their motivation to study (Gyori & Czakó, 2020). Because the number is limited, for example, 4-6 people in one room, all students must actively discuss to answer the previously given questions. It pushes and keeps students following the lecture from beginning to end.

In the sixteenth question, 93% of students feel comfortable having video conferencing (synchronous) because they can playback recorded learning. It is the advantage of online learning over offline. Nonetheless, it is not automatically recorded, but someone must record it to be played back by students who do not understand the material. Lecturers can assign several students to take turns to record. By using Teams Meet, all participants can do it. Unlike zoom users, only the host can record it.

## **Conclusion**

Students' motivation in an online class fluctuated due to learning models designed by lecturers or students' moods. Fluctuated means unstable or changing quickly. On one occasion, they are happy and enthusiastically join their class. At other times they may feel reluctant to participate actively. They may report having an unstable internet connection and intentionally disconnecting the video conference merely due to not being prepared to answer a question. In many cases, students avoid switching on their cameras because they are lazy to participate in a discussion and hide behind the off-camera. Moreover, the situation where students spent most of their time at home with many assignments affected their mood to join their class seriously or not.

For this, lecturers should have some ways to motivate their students to participate actively in every class situation. Firstly, the lecturers should equip themselves with various learning applications that can be operated during a class discussion in synchronous mode. The applications include Quizzizz, Kahoot, Padlet, Mentimeter. Those applications are required to be employed as breaking the ice or an assessment to encourage all students to join.

Secondly, Lecturers must implement various teaching models to increase students' awareness not to miss any single activity. It means that students need synchronous learning models (direct teaching using Microsoft teams or Zoom at the scheduled time provided by the Study Program) and asynchronous (no video conference or video call, but providing assignments based on the syllabus). In synchronous classes, in Team Meet or Zoom, the lecturer can break out room to let students freely discuss one particular topic in their small group. It is an effective method since the limited number of participants in the break-out room must speak up. The results of their discussion can be submitted to Padlet or the Chat Room.

Thirdly, providing the students with links to additional materials will also be helpful, especially for asynchronous teaching. Fourthly, it would be challenging to ask students to apply some applications in their presentation and force them to engage technology in their assignment/preparation. For example, they may use Canva for presentation, where they can insert some pictures, videos, animation, sound, and some other things appropriate to the topic of their presentation.

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