

**“COULD I ASK SOMETHING, MISS?” REFLECTION ON STUDENTS’  
ENGAGEMENT IN ONLINE LEARNING DURING PANDEMIC**

**ARTICLE**



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UNIVERSITAS KHAIRUN  
TERNATE  
2021**

**LAMPIRAN KEPUTUSAN DEKAN FKIP UNIVERSITAS KHAIRUN**

**HALAMAN PENGESAHAN  
PENELITIAN MANDIRI DOSEN**

Judul penelitian : COULD I ASK SOMETHING, MISS? REFLECTION ON  
STUDENTS' ENGAGEMENT IN ONLINE LEARNING  
DURING PANDEMIC

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## **KATA PENGANTAR**

Assalamu 'alaikum warahmatullahi wabarakatuh.

Puji syukur saya panjatkan kehadiran Allah SWT , Tuhan seluruh semesta alam, atas rahmat, karunia, dan nikmat-Nya diantaranya berupa kesehatan, kesempatan, dan limpahan ilmu pengetahuan sehingga saya dapat menyelesaikan penyusunan makalah penelitian yang berjudul: “Could I Ask Something, Miss? Reflection on Students’ Engagement in Online Learning during Pandemic”.

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Semoga makalah penelitian ini bisa memberikan informasi yang bermanfaat bagi pihak-pihak yang memiliki minat yang sama pada topik penelitian makalah ini.

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## **ABSTRACT**

Lestari, Sri Ayu Budi. 2021. “Could I Ask Something, Miss?” Reflection on Students’ Engagement in Online learning during pandemic.

The implementation of online learning during covid-19 outbreaks has brought massive changes in all aspects of human life not to mention the education sector. Teachers and students in every level of study are forced to suddenly adapt to online learning without much preparation in order to minimize Covid-19 transmission. Regardless of all the shortcomings that teachers and students might have to deal with during online learning, it still brings the opportunity for students to engage in the teaching and learning process. This article offers some tips that could be utilized to enhance the students’ engagement in online learning during pandemic.

**Keywords:** Reflection, Online learning, Students’ engagement, covid-19 pandemic

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Kebijakan pelaksanaan pembelajaran secara daring selama pandemic Covid-19 telah membawa perubahan yang begitu massif dalam setiap aspek kehidupan manusia tidak terkecuali sektor pendidikan. Para guru maupun siswa di setiap level pendidikan dipaksa untuk beradaptasi dengan pembelajaran secara daring tanpa persiapan yang memadai demi meminimalisir penyebaran covid-19. Dibalik semua tantangan dan permasalahan yang harus dihadapi oleh para guru maupun siswa, pembelajaran daring memberikan alternatif solusi sehingga proses belajar dan pembelajaran bisa terlaksana selama masa pandemi. Tulisan ini menawarkan beberapa saran yang dapat diaplikasikan demi meningkatkan partisipasi mahasiswa dalam pembelajaran daring selama pandemi.

**Kata kunci: Refleksi, Pembelajaran daring, Partisipasi, Pandemi covid-19**

## DAFTAR ISI

**JUDUL/COVER**

**HALAMAN JUDUL**

**LEMBAR PENGESAHAN**

**PERNYATAAN KEASLIAN**

**KATA PENGANTAR**

**ABSTRAK**

**DAFTAR ISI**

<b>BAB I PENDAHULUAN .....</b>	<b>1</b>
1. Latar belakang .....	1
2. Rumusan permasalahan .....	3
3. Tujuan .....	3
4. Teori .....	3
5. Metode .....	4
<b>BAB II PEMBAHASAN .....</b>	<b>5</b>
<b>BAB III PENUTUP .....</b>	<b>6</b>
3.1 Kesimpulan .....	6
3.2 Saran .....	6
<b>DAFTAR PUSTAKA .....</b>	<b>7</b>

# BAB I

## INTRODUCTION

This chapter provides detailed explanations of the research background, the research problems, the research objectives, the research theory, and research method. The following is the discussion of each topic.

### 1.1 Research Background

The sudden outbreak of novel Coronavirus disease 2019 (Covid-19) in Wuhan, China has brought massive and unpredictable changes in human life. Its rapid and hardly controlled spread coupled with the increasing number of fatalities has forced World Health Organization (WHO) to declare it as a global pandemic (World Health Organization, 2020). Consequently, it required every country to take preventive measures to break the chain of Covid-19 transmission. Indonesia government, for example, started from the announcement of the first confirmed case, has issued related policies such as self-quarantine for a person under monitoring, the campaign of maintaining a healthy lifestyle by washing hands with soap, and the implementation of social and physical distancing which put emphasis on the ban on mass gatherings and events which later on develop into large scale social restriction and currently known as new normal. This situation has forced people to change their lifestyle in which they are required to stay at home, to work, study, and pray from home (Jamaluddin, Ratnasih, Gunawan, & Paujiah, 2020).

During the Covid-19 pandemic, all public and official places namely government and private office buildings, market and shopping malls, schools, public places, factories, amusement parks, entertainment industries, were suddenly closed. This unexpectedly forced every level of educational institutions to shift their system from the traditional face-to-face classroom to online learning. Teachers are asked to teach from home while the students attended the classroom virtually via a learning management system or various online platforms. In Indonesia, on March 15th, 2020, the ministry of education and culture, urged schools to implement online teaching and learning. Regardless of all the shortcomings that have to be overcome, online learning becomes the only possible alternative mode of instruction during the pandemic.



In fact, the concept of online learning has been introduced and developed in Indonesia since 2013. The government in this case the Directorate of Learning and Student Affairs has organized many workshops and training related to online learning as well as enacting regulations regarding its quality assurance. It indicates how the government views online learning as an important issue and inevitable process in responding to technological advancement. Despite the government's efforts to promote online learning in higher education curricula, many universities in Indonesia have not yet fully adopted this policy. The outbreak of Covid-19 has forced them to implement emergency online teaching in order to protect the students, education staff, and lecturers from the direct transmission due to close contact during the traditional face-to-face classroom.

Online learning is a sort of distance learning which solely depends on the internet as the medium of interaction without any direct physical contact between the teachers and the students as in a regular classroom setting (Stern, 2018; Jamil & Hamre, 2018). It is a method of teaching that allows people to learn regardless of their location, time, or other constraints (Blake, 2011; Tarone, 2015). Learning is the cognitive process of obtaining information and knowledge, whereas technology functions as a medium to allow the learning process (Aparicio, Baço, & Oliveira, 2016). Asynchronous and synchronous delivery options are available for online learning. When using web conferencing or video conferencing technology, synchronized mode means that all remote participants are present at the same moment. While the asynchronous mode provides participants with additional flexibility by allowing them to access course materials at their leisure via electronic mail, message board discussions, video and audio recordings, and other means (Alan et al., 2012).

Implementing online learning is the best option during a pandemic however it still has some disadvantages. It may include high-cost internet packages, unstable internet connection, lack of ICT competence, low attendance of learners, low engagement during online classes, and limited availability of educational resources (Noor, Isa, & Mazhar, 2020). Sepulveda-Escobar and Morrison (2020) state that the lack of direct interaction with learners and the sudden change of setting is among those that most strongly have affected the participants' own learning process.

The question is whether the change of traditional classroom into the online classroom with the use of educational technology in which the lecturers and students could not interact directly, will it impact the students' participation and engagement in the classroom? This paper discusses the students' engagement in the online classroom during pandemics and its implication on the teaching and learning strategies.

## **1.2 Research Problem**

Referring to the background explained above, this study discusses the students' engagement in the online classroom during pandemics and its implication on the teaching and learning strategies. Thus, the research problems of the study are formulated as follows:

“How are the students' engagement during online learning?”

## **1.3 Research Objective**

In line with the problems of this research, the purposes of the research are to discuss the students' engagement in the online classroom during pandemics and its implication on the teaching and learning strategies. In other words, the purpose of this study is to analyze whether there is a change in the students' engagement in online learning during a pandemic.

## **1.4 Research Theory**

This research is developed based on relevant concepts of the existing theories. Online learning defines as distance learning in which the teaching materials are delivered through the internet asynchronously and synchronously (Bates, 2018). Online learning and technology advancement build chances for the students to access a lot of information around the world to improve their knowledge and competence.

Many kinds of literature state that Asian students, including Indonesian students, tend to be passive in the class compare to Western students. However, it is more likely related to the cultural aspects rather than their lack of understanding. On the other hand, low participation of the students in the teaching and learning process is one of the biggest challenges in improving autonomous learning, the crucial aspects of online learning (Sivan, Leung, Woon, and Kember, 2000).

In the Indonesian context particularly in English class, there are many students who do not participate in the classroom (Noviyanti & Setyaningtyas, 2017). The students' participation is mostly affected by speaking anxiety. They do not want to communicate in English because they are afraid of making mistakes (Zhang & Head, 2010). One of the ways to overcome this situation is by providing interesting teaching and learning materials that could increase students' participation.

The advancement of technology is really helpful for the lectures to select and provide interesting and interacting teaching materials. These can be equipped with pictures or videos that could increase the students' interest. Students nowadays are identified as the Z generation who are interested in something that is visually and auditorily attractive. By providing these kinds of teaching materials, it can improve the students' participation and engagement in the teaching and learning process.

### **1.5 Research Method**

Narrative inquiry is a way of thinking about life (Clandinin & Connelly, 2000; Connelly & Clandinin, 1990, 2005). Narrative inquiry is a conception of the phenomenal world in which experience is mediated by a story. Philosophically, narrative inquiry is less about a method than it is about the phenomena studied via a method. For this reason, we define narrative inquiry as both phenomenon and method. Narrative is the phenomenon of inquiry because everything, including students' engagement, is a phenomenon narrated through stories.

## BAB II

### RESEARCH FINDINGS

This chapter presents the research findings. The aim of this part is to discuss the students' engagement in online learning during pandemics.

#### 2.1 Research Findings

##### *Willingness to participate*

Discussing teaching and learning in University, its success depends on both parties involved, the lecturers and the students. Even brilliant lectures cannot guarantee successful teaching if the students do not want to participate. In online learning, students' participation and engagement are interesting aspects to discuss. Even though it lacks direct interaction between the lecturers and the students, however, the interaction which happened virtually is not really different or even could be more dynamic compared with the traditional classroom.

If in the traditional classroom the students are not really interested to participate, however in the online classroom it shows different things. The students are eager to participate and engage in online learning. In fact, in the first week of online learning, the students are shown positive reactions by giving questions about things they do not understand. The lack of direct face-to-face interaction does not obstruct them from making jokes with one another. Another interesting thing is that the students are involved to solve the technical problems faced by their classmates. For example, if one of the students says that his microphone cannot be turned on, other students will directly give him a suggestion to log out first and log in after.

##### *Confidence to give opinions*

There is an interesting fact that the students are more confident to give their opinion because they do not have to speak directly in front of their lecturers and classmates. In the traditional classroom, they do not have enough time to think about what they want to say. On the other hand, in online learning, whenever they want to give an opinion, they will have sufficient time to think before they write it down in the chat box.

## **BAB III**

### **CONCLUSION**

This chapter describes two main points namely conclusion and suggestion.

#### **3.1 Conclusion**

Based on the results and analyses in the previous chapter, it can be concluded even though there is a lack of direct face-to-face interaction in online learning, however, it does not mean that it will decrease students' participation in the teaching and learning process. In fact, online learning can improve students' participation and confidence to give an opinion.

#### **3.2 Suggestion**

Based on the result of the research above, the result of this study had both practical and theoretical contributions. Theoretically, this research contributed invaluable insight into the students' participation and engagement in online learning. On the other hand, the results of this research had a practical contribution to the implementation of narrative inquiry as a method of research that is not really well known in Indonesia.

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