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Perceptions of Pre-Service Teachers on Online Learning during the COVID-19 Pandemic

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Abstract

Despite the researches into pre-service teachers' perception of online learning has been extensively undertaken during the pandemic COVID-19, little empirical evidence addresses their perception of the learning basic needs during the pandemic COVID-19 in Indonesia. To fill this void, this study aims to explore how Arabic pre-service teachers perception on online learning during the pandemic. Observations and in-depth interviews were carried out in the data collection process. The results of the study indicate that Arabic pre-service teachers' perceptions relating to the basic needs of online learning consist of four things; competence, arousal, self-determination, and relatedness. Finally, this research implies not only contextual but also empirical and policy contributions.

Introduction

The COVID-19 pandemic prompted training that was supplementary to traditional education to accept online learning. In the course of learning both at primary, junior, high school and undergraduate, online learning, which has previously been ignored, has now become a main force not just in Indonesia, but in the world. As of 17 April 2020, UNESCO (2020) polls suggested that approximately 91.3 percent or approximately 1.5 billion worldwide students are unable to attend school as a result of the introduction of COVID-19 and are replaced by onliness. Around 45 million students in Indonesia are affected, or about 3% of the total student population worldwide (Badan Pusat Statistik, 2020). Robinson & Hullinger (2008), Parra (2013), Zhou & Zhang (2008) said that it is not only offline, but online learning that can be done for learning goals.

In America, Europe and Asia online learning analysis and COVID-19 tends to reveal many aspects. Studies that look at COVID-19, both online learning and remote learning and e-learning on various channels, both synchronous and asynchronous, in general worldwide (Chick et al., 2020; Lathifah et al., 2020; McCorkle, 2020; Mukhopadhyay et al., 2020; Nadeak, 2020; Rachmadtullah et al., 2020; Schneider & Council, 2020; Utunen et al., 2020; Verawardina et al., 2020; Zhou et al., 2020). The second pattern is to see the relationship between COVID-19 and students, who communicate with their tutors in online media (Klasen et al., 2020). Thirdly, of course, studies on the connection between COVID-19 and curricula in creation or design based on

national needs differ from each other (Al-Hattami, 2020; Reyes-Chua et al., 2020; Seymour-Walsh et al., 2020; Tran et al., 2020; Solikhah & Budiharso, 2020). Research patterns conducted by previous scientists indicate that not much attention has been paid to the relationships between COVID-19 and future Arab teacher students' perceptions of online learning, even though the subjective aspects of the pandemic are part and parcel of any pandemic to find the best learning model during the pandemic, particularly in the pandemics in Indonesia.

In addition to carefully mapping the students' answers or perceptions of online learning over the COVID-19 period, this study aims to supplement the shortcoming of existing studies and clarify why such a response occurs in Indonesia in general and in Kendari in particular. Various types of responses or expectations of learning topics should be identified because they have a direct effect on government policy in resolving infrastructure issues in education, so that those who live in impoverished and remote areas are not discriminated against. Similarly, understanding the factors underlying the emergence of student attitudes or reactions to online learning during a pandemic cannot only be the advice for educationists to be always innovative in packaging learning strategies, and for policymakers to build inexpensive and readily available learning resources for those living in remote circumstances (Tarman, 2020). In the final analysis, this study applies not only to policy but also contextual and empirical aspects (Budiharso & Tarman, 2020).

Literature Review

Online learning is an operational process which traditionally takes place not in the classroom but in a synchronous or asynchronous way via the Internet. Synchronous learning takes place directly between teachers and students through a number of supportive channels, such as live reviews, live questions and answers, questionnaires and practice sessions. In comparison, asynchronous training takes place when learning is not specifically performed, for example, for primary school children whose tasks take place through WhatsApp. Blake (2008) points out that online learning can be a catalyst for conventional learning improvements and reforms. Online learning enables time and place to be versatile in education and training (Zhang & Cheng, n.d.). Online learning should also adjust time efficiency because the media can make unintended adjustments to the learning experience and cannot be used to educate face to face (Bernard et al., 2004). Online learning will also meet the requirements of fundamental learning needs.

Ormrod (2016) found out that four principles, namely competence, excitement, self-determination and connectedness, are fundamental needs in online learning. Firstly, the definition of abilities refers to an instructor or a student's ability to teach and learn online effectively to produce the best performance. This definition correlates to the self-efficacy concept of Schunk (1985) & Bandura (1997). If a person has confidence in his or her abilities and ability to exercise tasks at a certain stage, he or she will be encouraged to follow and take effective steps. Secondly, the idea of enthusiasm refers to the willingness of the counselor to conduct an operation. In the sense of learning, the enthusiasm principle is connected to the issue of one's desire for learning activities so that students and teachers can make efforts and engage in learning, while avoiding laziness and indifference. This is called constructive enthusiasm. Motivation, desires, a favorable environment for learning and other affective factors are among the positive passions. Thirdly, the idea of autonomy applies to Deci &

Ryan's concept (2000). He pointed out that the ability of a person to control himself, through his perceptions, attitudes and others is self-determination. The idea of self-determination relates in the sense of learning to the need to be able to independently control the learning process. Fourthly, the idea of interconnectedness refers to a person's wishes and desires for relationships and reliance on others.

Education experts have in recent decades researched and measured the efficacy of online learning (Dagdilelis, 2018; Kalimullina et al., 2021; Vijayavalsalan, 2018). They found different findings with respect to the basic learning needs (Kim & Jia, 2020; Subedi & Subedi, 2020). In terms of competence, the findings of this study show that online learning can contribute to the efficiency with regard to students' learning objectives according to their respective learning speeds (Wilon et al., 2017), the enhanced academic performance (Gilbert et al., 2015; Novikov, 2020) and to the creation of higher-order reflection through independent learning (Yehya et al., 2018). In the learning process, students become more independent (Fotiadou et al., 2018; Hidayati & Husna, 2020; Suzuki et al., 2013). Students are passionately committed to contact with teachers in online learning in a positive learning atmosphere (Agostinelli & McQuillan, 2020; Baird, 2005). However, there may be the negativity of online learning to not satisfy the enthusiasm or desire of learning needs due to a lack of direct reaction to the issue of teacher supervision (Aguerrebera et al., 2018; Brooks et al., 2007).

There are also several variations in the study findings on the definition of communication in online learning. Wheeler et al. (2008) clarified that online study will allow students to engage with teachers and build cooperation, since online learning environments generate virtual experiences through virtual schools, online discussions and social networks. On the other hand, in his research (Koutsoupidou, 2014), online learning showed that the lack of interaction between people could reduce solidarity. This is because of the students' ability to connect and interact (Mandernach, 2009). Since previous studies have not been done to examine systematically the connection between the basic needs of learning and online learning at university level, particularly the study of Arabic that is linked to religious ideology issues in the course of a pandemic. Fundamental education is compatible with or not in Indonesia with the sense of online student learning.

Methods

Research Design

The design of this qualitative study (Marcus, 1995) was conducted over two months at one Islamic State Institute, Southeast Sulawesi, between September 2020 and October 2020. This study uses ethnographic case study design because students' expectations of potential Arabic teachers of basic online learning criteria are explored by this research.

Data Collection Procedures and Data Analysis

This research was voluntarily recruited to participants. There were 30 people involved, but only five were extensively interviewed. The researchers provided the participants with a request form when they were interviewed and, in exchange, offered to give them the information. There were 5 students in total: two boys and

three female pupils. Two students are from the 3rd half and the 5th, while 1st half come from the 7th. During the pandemic time, detailed interviews were carried out using the telephone and the WA to provide participants with clear details. The investigator analyzed data using the definition of the fundamental needs of Ormrod (2011) in the pandemic of online learning, which was divided into four concepts – competence, curiosity, self-determination and connectivity.

Results

The study results show that prospective Arabic teacher-study perceptions are divided into four groups, namely ability, enthusiasm, self-determination and connectivity. Knowledge refers to teachers' ability to teach successfully online to produce the best outcomes. Arousal is linked to student engagement in the pursuit of learning to prevent laziness. The ability of students to learn self-containment relates to self-determination. The relation concerns the extent of student dependency on teachers and the desire to communicate with others.

Lecturer Competence

In the learning process the competence of the pandemic is of considerable importance. In a relatively long time, a teacher is expected to teach online efficiently. For lecturers, this is definitely a chance and a challenge. Internet education provides an instructor with the ability to learn a great deal from numerous communities with different applications. An instructor can still instruct and disseminate his or her expertise with home-learning and teaching (LTFH). On the other hand, a lecturer will increase his skills and expertise through various webinars, free and paid work lines. Online teaching is a technical challenge. They will need to learn a lot in order to use software in learning technology. In compliance with Republic of Indonesia Law No 14 of 2005 on teachers and lecturers, four competencies have to be translated into trained lecturers: pedagogical competence, personality competencies, social competence and professional skills.

Pedagogical skills include student comprehension, the design and execution of learning, evaluation of learning outcomes and the growth of students in order to upgrade their different potential. Personal competence represents a healthy, stable, mature, wise and respectable personality becomes a role model and noble character for students. Social competences are the capacity of teachers and professors to interact with students, fellow learners, education personnel, student parents and caregivers and the surrounding community efficiently and effectively. Technical expertise is the comprehensive and extensive mastery of the learning content, which entails mastery of the subject curriculum materials of the schools as well as of the scientific substance which covers the subject matter.

With regard to competence, the findings of this study show that pedagogical competence is the competence of teachers who are threatened by the pandemic. The pedagogical skills are divided into two: lecturers' learning technology literacy and non-literary learning environment literacy. The following interview excerpt reveals the lecturer's non-literacy to the learning environment.

Excerpt 1

Online learning is boring and monotonous. In this case, the lecturer made several groups. Each group is given a material title that must be discussed at every meeting. Not infrequently, lecturers only saw the course of the discussion. The discussion we are having is monotonous. The speakers in the discussion only provide material in the form of a pdf or sometimes in the form of a slide. Then ask and answer. The lecturer did not give a closing statement every time we discussed it. As a result, it raises various kinds of conclusions. There is no common perception of the lecture material presented. Therefore, online learning makes it easier for students to accept lessons, but more difficult. We can't digest the learning material very well. Some lecturers only provide subject matter without explaining first. Lecturers only give assignments, assignments, and assignments." (Participant 1, Male, Semester 3)

Excerpt 1 explains the boring of online learning. The word forgotten in speech refers to something that is not common because it was too often or too often. This was because the lecturers gave students more tasks and tended to give them some clarification about the learning material. Online learning also does not simplify the learning for students and it is difficult to fully digest the matter. When a student has a pile of activities, synchronous online learning does not go well.

There are several explanations for this. In addition to the lack of collaborative processes between teachers and students, the application uses very low levels of the learning features or the learning environment. Besides the learning environment, mastery of learning technology also plays a crucial role. Since the learning process cannot be practically achieved by not mastering learning technology. An interview with a student reveals one of the findings in Excerpt 2:

Excerpt 2

The ability of lecturers to use several learning applications is not evenly distributed. Without taking into account, the ability of lecturers to use learning applications is still lacking. For example, there are still many who use WhatsApp in learning X which in my opinion is very boring. Send assignments via chat messages, then we are instructed on various assignments without realizing whether we understand the material or not. (Participant 2, Female, Semester 5)

The findings of this interview show that the use of apps to learn is the secret to online learning success or failure. The student needs to master information by use of an asynchronous learning method. Learning becomes tedious and ignored. Asynchronous learning is autonomous learning without direct student interaction, e.g., learning through email, online discussion boards. It is definitely not possible to provide input and contact between students and lecturers. As a result, it becomes very hard to grasp the learning content. Naturally, this includes students' flexibility so that they can learn more about the materials they have given in their free time.

The Concept of Arousal for Lecturers and Students

The definition of excitement refers to the psychological preparation of an individual to perform an action. The definition of enthusiasm is connected to a person's love for teaching such that it encourages students and professors to engage and to stop being pitiful and indifferent in learning. This is called constructive enthusiasm. Motivation, desires, a favorable environment for learning and other affective factors are among the positive passions. The results of this study show that doctors and students are not too enthusiastic for online learning to impact on their learning output. This is because of the technical shock issue. Professors accustomed to personal learning must become mindful of online learning during the COVID 19 pandemic. This is seen in excerpt 3 of the following interview.

Excerpt 3

Lectures that are carried out using zoom create a learning ineffectiveness. Among them are (1) When the network is inadequate, the sound produced is like a robotic voice so that it interferes with lectures, especially when the network and data packets are not available. (2) Not all students have an Android cellphone. As a result, this lecture during the pandemic seemed to be out of control because students were only absent during lectures in both WA, ZOOM, Google Classroom, etc. Even then, there will be data and new networks can adjust to existing material. (Participant 3, Female, Semester 7)

The problem of the interactive learning technologies and their incentive to study is related to the COVID 19 pandemic. Android phones, lack of networking and inadequate data packets do not benefit the hardware. It also means that someone is lazy to learn because of a lack of hardware. The technological shock limited the optimal learning mechanism during the pandemic.

Student Self-Determinism

The definition of self-determinism refers to the will of an individual, through experience, attitudes and so on, to be able to control himself. The idea of self-determination relates in the sense of learning to the need to be able to independently control the learning process. The results of this study show in this instance that students could not learn independently and relied heavily on lecturers. In the next interview, Excerpt 4, this can be seen.

Excerpt 4

There are lecturers only in the WA group sending material in the form of power points. We were told to read the WA. Write the name in the group to be absent, then asked to do the assignment. (Participant 4, Female, Semester 3)

This excerpt 4 interview reveals that students must be self-employed. An autonomous learner or autonomous learner is an apprenticeship process which increases student's responsibility for mastering and learning skills in

what is taught. Students are asked to research individually and with the information presented by the PowerPoint. However, explicitly and nationally, the state of the students in Kendari cannot learn independently and still rely on the teacher's expertise.

Student Relatedness

The definition of connectivity refers to an individual's wishes and needs for contact and dependence on others. Interacting means that students want to engage with the learning process, for instance when questions and answers are given. Feedback may be made between teachers and students. The facts illustrate that dialogical discussions and feedback on tasks cannot be carried out correctly during the pandemic. This is seen in Excerpt 5 of the following interview.

Excerpt 5

There is a micro-teaching course, in that course, we are required to practice teaching, while the pandemic conditions are completely limited because people do not usually meet, so the solution is only self-teaching practice videos. Friends do not provide maximum corrections, especially our weaknesses or strengths in how we perform teaching. Lecturers were not very optimal in providing solutions from our teaching videos because of limited time and less friendly networks. It's different when teaching directly in class, it can be seen from the mastery of the material, mentality, method suitability, class management, how to interact with the audience, etc. This can be seen directly from the preparations of students who are ready and who are not. So when we finished the microteaching course, we were confident in the abilities we received from the lecturers and from the experience of teaching in the classroom (Unlike nowadays, as we practice teaching blindly). This is only one of the courses we talk about, not yet another subject. Hopefully, this pandemic will quickly pass so that online lectures can be maximized if you meet face to face with lecturers and friends in arms. (Participant 5, Male, Semester 5)

Discussion

The findings of this study show that learning mastery and the learning environment play a very important role in enhancing the learning process. In comparison, the failure and lack of understanding of learning technologies and the learning system stagnates and fails to produce successful results. Learning technologies relating to mastering virtual media, such as Zoom Cloud, Google Meet, Google Class, and WebEx can be performed in synchronous manner. Meanwhile, the learning environment issue is connected to learning environment mastery, such as the use of key features of the virtual learning program, breakout meetings on the zoom application to address the subject matter taught. The findings of this study are consistent with what Ormrod, 2011; Pascarella & Terenzini, 2005; Wilson et al., 2017 reported.

Online learning can help students, on the one hand, achieve learning goals effectively according to their own learning rates, but on the other hand, their achievement depends on mastery in learning technology and the

learning environment. This research has also shown that students' excitement and interest in learning during this pandemic depends heavily not on internal factors, but rather on external factors, such as network issues, data packages and Android telephone selection. They are really motivated to learn, but problems with hardware availability make them lazy. They are also not autonomous and rely on the learning process the lecturer has carried out in virtual classrooms. They are not independent. This also means that students need social contact to their teachers.

Niemi & Kousa (2020) stated that, while there are some disadvantages for online or distance education in Finland, it is well conducted in several schools and colleges. Many students are tired and during the distance learning phase, their enthusiasm decreases. Their incentive to decline is not triggered in particular in Southeast Sulawesi and Indonesia by issues with network equipment or other hardware, as it is, in general, but by too heavy workloads. The lack of social relations is an issue that is harder than a technical problem. Students are searching for personal education and social links with their peers. This conclusion also support previous research, in which the incentive for students to communicate face-to-face is more pronounced (Ozaydın Ozkara & Cakir, 2018). Online learning cannot replace active interaction between teachers and students (Foti, 2020). In online learning, individual issues of management and internal motivation are equally relevant. They will find the best solution for highly motivated students who have a problem. In keeping with Artino & Stephens (2009), self-regulation is the secret to enhanced motivation and performance.

Wong (2020) in Hong Kong confirmed that the learning process was going well during the COVID 19 pandemic, as teacher literacy towards teaching technology was extremely autonomous. The autonomy of learning is strong, since the value of knowledge is understood in them. This sensitivity is not only accomplished by instilling educational values in the young, but also by the support of parents, teachers and the environment. They are really self-aware and responsible. They are also very positive and can learn autonomously or independently. The descriptions and materials that the lecturers provide do not at all rely on them. They will research and track the topic themselves to provide immediate discussion and input when they encounter the lecturer in the virtual classroom. This is inevitably connected closely to appropriate facilities and more than normal ones. You're no longer considering network features, the existence or absence of an Android mobile phone, but rather more critical problems. This is happening not only in Hong Kong but in other developing countries, such as Japan, China, the United States and Europe. Surely this is distinct from the degree of consciousness of students in Indonesia. Some major cities have a strong sense of the value of education in the middle and high classes. This is definitely different from citizens in the lower classes, though. If the infrastructure problem is troublesome, it becomes a problem for other individuals, such as learning motivation problems, social engagement, and other issues. The situations, however, are based on events.

The results of this study therefore indicate that, even if they come from the lower middle class, building knowledge and freedom of students into true learners is very necessary and urgent during the COVID 19 pandemic. In the virtual classroom, the learning process not only addresses the issue of learning materials, but also should allow students to understand and develop awareness about the value of the nature of life struggle and to be more conscious of the different limitations that exist. While life is what it is, it does not mean it is

meaningless to research. Studying is just a very necessary aspect of living. Since the problems of mediocre existence are solved with ample information. Someone who fought from hero to null has several life stories.

This study also leads to the pandemic of COVID 19 in terms of both policy and context empirically. Context empirically, these studies show that the level of student independence for learning is still very low, particularly among senior lecturers. There is still a high degree of student reliance on lecturers, and so is the need for intense social ties. In policy, therefore, this study suggests that all teacher workers teach the inspiration for a better life, not just in virtual schools. The life material is necessary to promote an attitude of independence in learning, an awareness of self that is better, not dependent on others, particularly study teachers, and other positive values in order to adjust to existing circumstances. In comparison, online learning is something that can't be negotiated for students, teaching and other skills.

Conclusion

The results of that study show that a lecturer is needed not only to offer the topic in virtual classes during the pandemic in COVID 19 but also in order that students can live and solve all their minimalist living difficulties in different ways and inspiration and enthusiasm for life. The results of this paper also indicate that the teacher's mastery of apprenticeship technology is very low, particularly for senior lecturers, that the level of student independence in the apprenticeship is still high, and the need for intensive social relationships is still high. Surely this analysis is inseparable from many flaws. This research focuses on the question of how student-teacher candidates cope with learning needs and how lecturers view themselves as topics and how they contribute to their career as professional teachers. Will lecturers' professionalism still be used during the pandemic or not at all for the learning process? Similarly, the issue of the relationship between student motivation and social class during a pandemic was not addressed. Further studies should also be done to analyze deeper how a lecturer's professionalism is implemented during the pandemic and how the social class is linked to student motivation.

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