
THE EVALUATION OF ONLINE TEACHING AND LEARNING DURING COVID-19

Pietra Dorand, M.Pd
Akademi Telkom Jakarta
Pietradorand20@gmail.com

1. Introduction

The Corona Virus Disease (COVID-19) outbreak has globally impacted the people's lives in almost any sectors. The Indonesian government then took a lock down policy and physical distancing to prevent the virus spread. In the fields of education, the students are instructed to study from home. At the beginning of the pandemic era, from March to July 2020, the teaching and learning process in *Akademi Telkom Jakarta* was conducted by using various learning platforms and communication devices, such as; Edmodo, Google Classroom, Moodle, Zoom Meeting, and other Learning Management Systems. The institution had fortunately implemented blended learning long before the pandemic. Such online and offline learning combination had been previously introduced to 417 telecommunication engineering students. Most of them were familiar enough with such technological devices for learning because two of fourteen meetings in each semester were optionally supposed to be performed by online learning. The integration of technological tools into learning is effective; yet, the constant use of various virtual classrooms did not work for the long-term. Such condition made the students confused since different teachers used different platforms for them to attend on the same day for the rest of the whole semester. Therefore, in the new semester of the academic year 2020/2021, from September 2020 to January 2021, as the pandemic has not been over yet, the institution then officially suggested using Microsoft Teams as an integrated virtual learning platform.

The Role of Ms Teams to language learning

So far, the use of Ms. Team has accommodated the teaching and learning process that might be representative enough to shift face-to-face learning on the ground into a virtual classroom, particularly in English subjects that require more interactions in social settings. The existence of English subjects is essential to equip the engineering graduates not only to be able to compete in national job fields but also to deal with telecommunication vendors that are mostly from China, Germany, Finland, and so on. Therefore, the institution provides English lessons for five of six semesters that more emphasize on the communication skills – listening, reading, speaking, and writing. The use of Ms. Teams seemed to be the right choice as its features are designed to support the students to interact. (Martin & Tapp 2019) stated that Ms. Teams is a cloud app digital hub that brings channels, conversation, meetings, files and apps to Microsoft 365 together in a single Learning Management System. Such features allow the institutions and teachers to organize the teaching and learning process. The teachers do not need to use traditional paper to collect the students' portfolios such as essay writing or speaking performance tasks to evaluate the progress.

The feature of video conference, for example, offers Two-way communication (virtual face to face) during the lecture is essential where the students can interact. The teachers can ask for responses, so can they ask the students to turn the video on if necessary. The student is able to text either to his peers or the teacher in a chat menu. Other features, the teachers can share power point presentation, play video audio track for listening practice, or use the features of virtual whiteboard, files, notes, share documents, and the links for references. Furthermore, the students are able to record the lectures while they neither could attend the lectures nor access the real-time lectures. By doing so, they are able to review the lesson taught and study by their own pace.

Learning schedule setting is another important feature of Ms. Teams. The institution can set it regularly just like in a conventional classroom. Both of teacher and students can make a virtual call as a reminder if the class is about to start. The list of students' attendance also can be downloaded for the administration interest if needed. The students are also able to submit their assignments either individually or in a group within a time-limit setting. The teacher can give the feedback in spoken or written form to designated assignments while the lecture is running. In addition to interactivity and schedule setting, Ms Teams offers its simplicity to the users. Besides using laptop or PCs, the students are able to install the application in their smart phones.

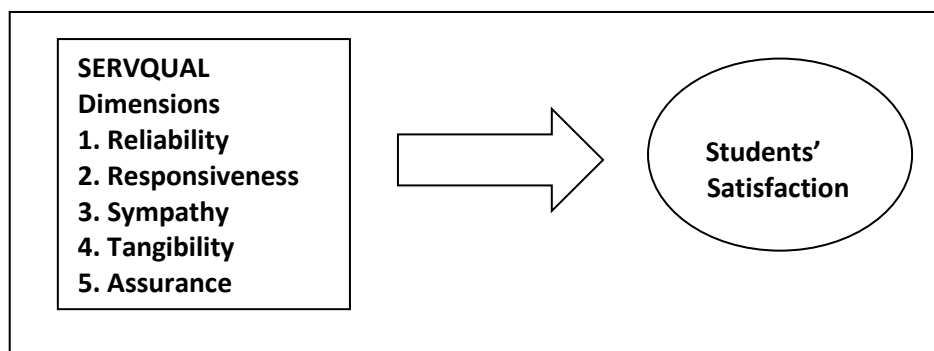
The Challenge Issues on the Use of Ms Teams

To bear in mind as a new thing, the use of Ms. Teams is quite challenging. At the early stage, the implementation was not successfully performed in a term of readiness due to a sudden full-time online learning due to outbreak. It took times to design and adjust to newly English learning materials that are suitable for online learning. Within their paper, (Olson *et al*, 2011) claimed that

online learning affected to the pedagogy shifting from a teacher-centered to a more student-centered orientation. Being interactive is not a typical of Indonesian students; therefore, the teacher needs to design the materials that enable them to engage rather than listen to the teacher's talking too much time. The other way, student-centered orientation left the paradigm of the teacher as the sources of learning. Web-based learning provides a lot of information related to the students' needs and interests. Therefore, both teachers and students needed to adapt to technological buttons and instructions. For example, the users need to find out why the contents they uploaded or downloaded were not illegible. It could be a fatal for the students if they failed to submit their assignment or final test work due to the technical problems. For that reason, the institution had previously provided a short online training; yet, such technical problems, internet connection, or personal matters might happen.

Providing ICT tools and free internet connection are insufficient to increase the students' interest in learning; therefore, the institution needs the teacher who is able to communicate the lesson in a motivating way. Meanwhile, the effectiveness of online teaching and learning during pandemic is needed to be evaluated for the sake of the students' progress. The satisfaction of the students while learning online is one of many aspects to determine their learning effectiveness. The satisfaction of the students towards the learning process sounds as important as their retention. The teaching and learning process will be more effective if the students are happy and satisfied with the lessons. The students who are satisfied with their learning will use any strategies to cope with their difficulties. By doing so, they will be motivated to explore more unlimited web-based learning sources. On the other hand, if they seem to think that they do not get what they need in learning, they tend to be more passive and easy to give up. As being satisfied or dissatisfied is easy to change, it is the task of the teacher to maintain. After all, the students are customers who use the service of knowledge that relevant to their perceptions; for that reason, it is essential to listen to the students' voice related to their new learning experiences.

To provide a deeper understanding as to the evaluation of the online learning progress to the students of Akademi Telkom Jakarta during the pandemic, (Dorand, P. 2020) conduct a research that emphasized the effect of the students' satisfaction on the frequent use of language learning strategies. Such research concluded that the students who are satisfied will be more responsible and promote autonomous learning. Based on this reason, it is essential to evaluate the students' online learning satisfaction. Therefore, the author provides the survey result that aimed at evaluating the students' online learning satisfaction towards the teaching service quality. The students' satisfaction was elicited in the service quality dimensions constructed by Parasuraman *et al* in (Ramya & Dharanipriya,2019), namely; reliability, responsiveness, sympathy, tangibility, and assurance as seen in the table below;



The model of service quality dimensions above are popular among researchers and widely used by various organizations around the world in spite of not many are found yet in the field of particular language studies. Hence, Szwarc in (Ilyas, 2012) asserted that SERVQUAL models are applicable to any industries. In line with the educational research related to the students' satisfaction towards service quality, they claimed that service quality is a useful tool to describe the level of students' satisfaction because it provides new insight into the improvement. Meanwhile, having collected the data of the students' responses in a form of a questionnaire, the author graded the responses in a five-Likert scale which were finally categorized to interpret as in the table below;

Table 2: Satisfaction Level Interpretation

Score	Satisfaction Level
0% - 19.9	Very low satisfaction
20% - 39.9%	Low satisfaction
40% - 59%	Moderate satisfaction
60% - 79.9%	High Satisfaction
80% - 100%	Very high satisfaction

Findings and Discussion

Confirming to the table of satisfaction level above, the score of the students' satisfaction level towards the online teaching service quality in English subject was 63.9%, meaning that the respondents were at high satisfaction. The results of the findings are discussed as below;

Reliability

Overall, the reliability dimension score was 62.8% showing that the students were satisfied with the online English teaching service. Setting the learning schedule was one of the advantage features of such LMS. The item of 'on-time learning schedule (57.3%) showed that the students' satisfaction was in moderate level; yet, it achieved the lowest score of all statements. It was then suggested that the teachers need to be online so early before the schedule that the unstable internet connection or other technical support problems can be anticipated to avoid the delay. The other 3 statements shared almost equal level. Even if it was the first time the teachers used Ms. Teams, the lessons were running well, just a minor problem. The items showed that the teacher was capable of managing the online learning platform (64.0%), the material given were moving smoothly from slide to slide presentation as well as the stages of learning (64.5%), and the teacher's explanation that was mostly delivered via video conference was clear enough to understand (65.3%) consecutively.

Responsiveness

Each responsiveness items was at high satisfaction of low continuum and contributed almost the same score with average score of 63.8%. In spite of being at different place, the teaching and learning process was conducted as it happens in conventional classroom where teacher-students interaction is needed (66.0%), followed by the items of 'the teacher responded to the questions (64.5%), and opinions (60.9%). This result revealed that, in fact, the presence of the teacher in virtual classroom is as important as it is in a conventional classroom.

Assurance

Three items of assurance dimensions shared the greatest part with score of 65.9% in which highlighted that the teacher successfully made the students confident with their online learning (70.1%). Another item, the students believed that the online learning also benefitted them (64.3%), followed by their trust on the next schedule (63.3%), meaning that the teacher announced the class substitution reschedule unless he could not find the time to teach.

Empathy

Such dimensions were the lowest average of all (62.3%). Three lowest statements were then evaluated namely; 'the teacher suggests task completion' (58.9%), 'the teacher is sincere to teach' (59.7%), and 'the teacher gives you individual attention' (58.0%). Responding to such low result in empathy dimension, one side, the students should have been more responsible to their own learning. The nature of online learning is to provide students the opportunity to be autonomous. The students were suggested to browse more e-learning sources, and study with their own pace rather than be spoon-fed by the teachers. The teachers then said that such practices must be cultivated particularly in the higher education contexts. Eventually, it means the teachers were neither sincere to teach nor gave individual attention.

On the other side, the teachers need to be wise to evaluate their online teaching performance. For example, the teachers could provide frequent feedback to their assignment menu. One or two words will make them be paid on attention. Thus, the teachers need to remind the due-date assignment and offer possible solution.

Although the nature of online learning is defined as the delivery of instruction by a means of technology that can occur both synchronously or asynchronously as stated by Robinson (2004), the teachers need to spend both proportionally. Too much using asynchronous mode will make the students feel isolated and have no clue to the essence of learning. Next, the teacher really understood the students' needs (68.6%), and their learning difficulty (66.5%). The Ms Teams feature also allows the teacher to monitor their students' progress and use feedback either individually or in a group.

Tangibility

Sharing the most various question items, the tangibility dimension (64.9%) placed the second-highest rank right after assurance dimensions. It shows that the online learning use was quite successful. The use of Ms. Teams allowed the teacher to provide accessible materials (70.3%), e-learning sources (70.6%), and the students thought that the choice of Ms. Teams was appropriate to support their learning (64.0%), and it is effective (62.4%). Besides, the Ms. Team features allowed the teacher to present his powerpoint presentation or use virtual whiteboard as a teaching tool. However, the item of 'online learning provides speaking/presentation practice' was somewhere in the moderate satisfaction (59.0%). Although the students were satisfied enough with their

presentation or speaking practice using media, they found it would not work for their real communication. One side, the students could manage their anxiety when delivering dialogue or longer speech. They could just simply read they had prepared and lose the essence of speaking practice. At the other side, they were still worrying about their English in a real situation where they have to stand up before the classroom. Sharing the similar ideas, the teacher seemed to think that assessing students' speaking performance in the traditional classroom offers more real atmosphere because the students need to learn to manage their emotions such as; controlling their gesture and listen to their heartbeat.

Conclusion

The pandemic of COVID-19 forces the higher education institutions to compete to provide excellence service by technology sooner to the students. More and more scholars are trying to contribute the most effective ways related to the shifting of the teaching and learning; traditional VS virtual, isolated VS collaborative, teacher-centre VS student-centre orientation, and many more. However, technology is not more than just a tool; it needs a teacher who is able to create the learning in effective and motivating ways. For that reason, it is essential to keep the students satisfied with the service quality. The importance of students' satisfaction is not solely to serve them as customer retention. More than that, satisfaction carries motivation to life-long learning. The lesson will be effectively delivered when the students find it fun with their own learning. The students who feel satisfied will use any strategies to cope with their learning. Eventually, five dimensions of the service quality discussed above elicited other evaluation points to the improvement as the holistic teaching and learning approach.

Appendix:

Tabel 3. Survey Result of Service Quality Dimensions

No	Dimension s	Valid Statements	%	Accumulati ve Score
1	Reliability	The teacher has knowledge to mastery online learning platform	0.640	0.628
		On-time learning process	0.645	
		On time lecture scheduling (3)	0.573	
		The clarity of language learning instruction	0.653	
2	Responsive ness	The teacher gets involved in a group discussion	0.660	0.638
		The teacher responds to your opinions	0.609	
		The teacher responds to your questions	0.645	
3	Assurance	The teacher ensures learning benefits	0.643	0.659
		The behavior of teacher instills confidence in you	0.701	
		The teacher informs you the upcoming schedule	0.633	
4	Empathy	The teacher suggests task completion	0.587	0.623
		<i>The teacher is sincere to teach</i>	0.597	
		The teacher gives you individual attention	0.580	
		The teacher understands your specific needs	0.686	
		The teacher understands your learning difficulty	0.665	
5	Tangibility	<i>The teacher provides e-learning sources</i>	0.706	0.649
		<i>The learning materials are accessible</i>	0.703	
		The teacher uses modern-looking teaching tools	0.672	
		The teacher presentations are visually appealing	0.607	
		The appropriateness of e-learning platform choice	0.640	
		The effectiveness of e-learning platform	0.624	
		Online learning provides speaking/presentation practice	0.590	
Average Satisfaction Level			63.9%	

References

1. Dorand, Pietra. (2020). Analyzing Online Learning Satisfaction and Language Learning Strategies Use. *Journal of ICT*, Vol.2, No. 2. Pp.039-048, Des 2020. ISSN: 2686-1089
2. Illyas, Kamaruddin., Md Nor, Mubin. 2012. Student Satisfaction Based on Service Quality in Teachers Training Institute in Malaysia. A Retrospective. *Academic Research International*. ISSN-1: 2223-9553, ISSN: 2223-9944. Vol. 2, No. 3, May 2012.
3. Martin, Louis., Tapp, Dave. 2019. Teaching with Teams: An Introduction to teaching an undergraduate law module using Microsoft Teams. *Innovative Practice in Higher Education*. Vol. 3 (3) April 2019
4. Olson, Jennifer., Codde, Joseph., Kurt deMaagd., Tarkelson, Eric., Sinclair, Julie., Yook, Suengyun., & Egidio, Rhonda (2011). An Analysis of e-Learning Impacts & Best Practices in Developing Countries. Michigan State University, East Lansing MI 48824 USA
5. Ramya, Kowsalya, and Dharanipriya. 2019. *Service Quality and its Dimensions*. EPRA International Journal of Research and Development IJRD. Vol.4 Issue:2, February 2019. ISSN: 2455-7838
6. Robinson, Nancy Pliska. 2004. Investigation of Student Learning Strategies and Satisfaction in Online Distance Education Courses. A dissertation of The University of Georgia. Athens, Georgia.

Biografi

Pietra Dorand, M.Pd was born in Padang, West Sumatra on September 20, 1976. He accomplished his S2 Degree majoring in the department of English education at University of Muhammadiyah Prof. DR. HAMKA in South Jakarta. He currently works for *Akademi Teknik Telekomunikasi Sandhy Putra* a.k.a *Akademi Telkom Jakarta* as a lecturer of English subjects. He teaches the students of telecommunication engineering Diploma three program. He is also registered as an active member of *Perkumpulan Dosen Perguruan Tinggi Nusantara*. Since he dedicates his knowledge and skills to serve learners from various backgrounds, he is willing to be a learning partner to many governmental and private agencies, and other educational institutions.

