EXPLORING THE STUDENTS' ONLINE LEARNING EXPERIENCE: ROLE OF TRANSFORMATIVE INSTRUCTORS NEEDED

Linda Purnamasari[1], Youna Cathrine Bachtiar[2], Noviand[3]

[1,2,3]Universitas Esa Unggul

lindapurnama@esaunggul.ac.id[1], andiyouna@esaunggul.ac.id[2], noviandi@esaunggul.ac.id[3]

Abstract

Online learning has become an integral part of modern education, especially in response to the evolving educational landscape accelerated by the COVID-19 pandemic. The method used is a qualitative approach by taking primary data sources from blended learning activities in English 1 courses managed by Arizona state university in the odd semester of the 2023/2024 academic year at Esa Unggul University. This study took participants from first-semester students of the faculty of economics and business. Primary data were taken from the results of learning English for students for one semester from classes attended by researchers as the instructors. What is seen from the data is the learning outcomes of students in the results of the mid-semester and final semester exams, whether there is an increase or decrease. The participants of the students were 12 students. From the two data, between the results of the mid-test to the final test, it was seen how many students who has decreased and how much increased theh scores. Then analyzed which grades increased the most, then for grades that fell was the task of the next researcher how to increase scores in blended learning.

Keywords: *Online Learning Experience, Role of Transformative Instructors.*

Abstrak

Pembelajaran online telah menjadi bagian integral dari pendidikan modern, terutama sebagai respons terhadap perubahan lanskap pendidikan yang dipercepat oleh pandemi COVID-19. Metode yang digunakan adalah pendekatan kualitatif dengan mengambil sumber data primer dari kegiatan blended learning pada mata kuliah Bahasa Inggris 1 yang dikelola Arizona State University pada semester ganjil tahun ajaran 2023/2024 di Universitas Esa Unggul. Penelitian ini mengambil partisipan dari mahasiswa semester satu fakultas ekonomi dan bisnis. Data primer diambil dari hasil belajar bahasa Inggris siswa selama satu semester dari kelas yang dihadiri oleh peneliti sebagai instruktur. Yang dilihat dari data tersebut adalah hasil belajar mahasiswa pada hasil ujian tengah semester dan ujian akhir semester apakah ada peningkatan atau penurunan. Peserta didiknya berjumlah 12 orang siswa. Dari kedua data tersebut, antara hasil ulangan tengah hingga ulangan akhir terlihat berapa banyak siswa yang mengalami penurunan dan berapa banyak yang mengalami peningkatan nilainya. Kemudian dianalisis nilai mana

yang paling banyak mengalami peningkatan, kemudian untuk nilai yang turun menjadi tugas peneliti selanjutnya bagaimana cara meningkatkan nilai pada blended learning.

Kata Kunci: Pengalaman Belajar Online, Peran Instruktur Transformatif.

A.   INTRODUCTION

Higher education institutions can accelerate the transformation of teaching and learning through the use of digital technologies and literacy. This study reveals the extent to which digital technologies have been used in higher education institutions (HEIs) to enhance the process of teaching and learning, as well as the obstacles and bottlenecks that may have prevented its effective implementation nationwide. The study employed nine Latin American (LATAM) countries that were chosen based on the primary concerns of educators, businesses, and financial investors in order to illustrate the extent to which computer technologies have an impact on the process of teaching and learning. For the research investigation, the researchers used a two-step (mixed) technique (viewed via a quantitative and qualitative lens), utilising data from a survey we gave to faculty members in HEIs throughout the various LATAM countries. The findings demonstrate that the users maintained that the primary obstacles to the teaching-learning process were a lack of infrastructure and resources, access to the internet, and digital platforms. We identified the possible roadblocks and obstacles that could prevent TEL-based instruction from being implemented successfully in HEIs, and we then experimentally explored the various workable solutions that teachers can use to overcome those obstacles. (Okoye, 2023).

In order to improve learning effectiveness and sustainability, the article focuses on the creation of a transformative e-learning platform to meet the difficulties experienced by instructors and students during the epidemic. The research most likely combines a review of the literature, an examination of current e-learning platforms, and creative ways to improve the efficacy of online learning. The objectives of this study are create a revolutionary e-learning platform to tackle the difficulties teachers and students encountered during the Covid-19 pandemic, reduce the obstacles that economically disadvantaged students must overcome to access online learning in the absence of suitable infrastructure, enhance the effectiveness of learning and sustainability in the face of long-term challenges posed by the pandemi. The gap is caused by the requirement for a cutting-edge e-learning platform that tackles the difficulties instructors and students encountered

during the Covid-19 outbreak, especially for students from economically disadvantaged backgrounds who lack the necessary infrastructure. There is no discussion of the precise limits of the suggested transformative e-learning platform, such as its scalability, adaptability to various educational environments, and technological limitations. Future studies on this subject might look into   carrying out empirical research to assess how well the suggested transformative e-learning platform would improve learning outcomes and solve the difficulties instructors and students encountered during the Covid-19 pandemic. (Prasad, 2023).

Because it saved time and money on travel, combined home comforts with education, and catered to hectic schedules, students felt that online and blended learning was more convenient. The purpose of this study was to assess how dental students felt about their online learning experience in a mixed learning environment. Additionally, it was to look into the online platform as a teaching tool for upcoming dentistry education in a blended learning environment. A qualitative phenomenological approach was employed as the research method in the study to obtain insight into the experiences of the pupils. Three synchronous online focus groups were held via WebEx with fifteen students participating, five students per group. The thematic analysis produced three topics that highlighted how students felt about blended learning, how much they preferred in-person instruction, and how teachers' communication styles affected the online learning environment. The future research should be about to examine strategies for teachers to improve their online communication abilities in order to increase student satisfaction and learning results (Khalaf, 2023).

From the researches above, we can find some problems about learning online. So the reseach questions are:

1. How the extent to which digital technologies have been used in higher education institutions (HEIs) to enhance the process of teaching and learning, as well as the obstacles and bottlenecks that may have prevented its?

2. How to handle requirement for a cutting-edge e-learning platform that tackles the difficulties instructors and students encountered during the Covid-19 outbreak, especially for students from economically disadvantaged backgrounds who lack the necessary infrastructure?

3.   What do we need to improve their online communication abilities in order to increase student satisfaction and learning results?

From these research questions, we can see the urgency of the reseach that we need more exploration in learning online to make the system becomes better and the problems can be handled. So we need some strategies to handle the problems. To make strategies, the researcher will take an online class from working class students for proving the theorical sampling for this research.

LITERATURE REVIEW

1.   What is an online learning?

Higher education's definition of online learning is a unique kind of instruction and learning that is distinct from traditional distance learning and emphasises expansion, uptake, and pandemic impact (Tulaev, 2023). Many scholars and organisations, like Athabasca University, renowned for its e-Learning prowess, established the groundwork for online learning (Ally, 2004).

2.   Learning theory means the goal of learning theory is to explain and better understand how individuals learn (Picciano, 2021).

3.   Cognitive Load Theory

The goal of Cognitive Load Theory (CLT), which was developed in the 1980s by John Sweller, Jeroen J. G. van Merrienboer, and Fred Pass, is to clarify how learners' information processing load caused by learning tasks can impact their capacity to process new   information and form knowledge in their long-term memory (Skulmowski & Xu, 2021; Sweller et al., 1998). It consist of three ways, there are Shaffer, 2022):

a.   Intrinsic Load

Informational complexity, which includes the quantity of elements, their comprehension level, and their interactions with one another, is known as intrinsic load (Anmarkrud et al., 2019; Emory, 2019; Sweller et al.,1998, 2019).

b.   Extraneous Load

Extraneous cognitive burden may be impacted by instructional message design decisions even in cases when   intrinsic load cannot be influenced (Anmarkrud et al., 2019; Emory, 2019; Sweller et al., 1998, 2019). Extraneous load refers to the

way that information is presented and the kinds of learning activities that go along with it, rather than the difficulty of the task or the material itself (Anmarkrud et al., 2019; Sweller et al., 2019).

c. Germane Load Germane load is defined as the amount of cognitive resources used to produce and commit new information to long-term memory (Skulmowski & Xu, 2021, Sweller et al., 2019).

4. The transactional distance theory Michael G. Moore: Moore has tremendous expertise in distance education. In his "theory of learning transactions", he emphasizes how important the interaction between learners, material, and learning context is. This idea is relevant for online learning, where technology is essential (Abuhassna, 2023).

B.   RESEARCH METHODS

The method used is a qualitative approach by taking primary data sources from blended learning activities in English 1 courses managed by Arizona state university in the odd semester of the 2023/2024 academic year at Esa Unggul University. This study took participants from first-semester students of the faculty of economics and business.

Primary data were taken from the results of learning English for students for one semester from classes attended by researchers. What is seen from the data is the learning outcomes of students in the results of the mid-semester and final semester exams, whether there is an increase or decrease.

From the two data, between the results of the mid-test to the final test, it was seen how many people decreased and how much increased. Then analyzed which grades increased the most, then for grades that fell was the task of the next researcher how to increase scores in blended learning.

C.   RESULTS AND DISCUSSION

Results of the mid and final test scores:

Table 1. The Results of the Mid Test and Final Tests

No	Names	Mid Test	Final Test	Results
1.	Grace	90	35	-55
2.	Kristina	96	89	-7
3.	Nanda	90	94	4
4.	Marcella	90	83	-7
5.	Dzaki	86	94	8
6.	Yunira	83	84	1
7.	Mutiara	80	100	20
8.	Nissya	84	100	16
9.	Alya	90	78	-12
10.	Tyas	90	94	4
11.	Citra	90	72	-18
12.	Estika	96	89	-7
13.	Regina	90	78	-12

From the results in the table, it is clear that there are 6 students who have increased the scores from the mid-test to the final test. There are:

Table 2. The scores of six students who are increased from the Mid Test to Final Tests.

No.	Names	Mid Test	Final Test	The rate of increase
1.	Nanda	90	94	4
2.	Dzaki	86	94	8
3.	Yunira	83	84	1
4.	Mutiara	80	100	20
5.	Nissya	84	100	16
6.	Tyas	90	94	4

From the increase in mid test' scores to the final test, we can analyze that these six students can maintain their learning achievements to get more scores from Mid to Final Test. Teachers have a big part in making a good learning environment that helps students reach their full potential. Students' motivation, self-worth, and academic achievement are greatly impacted by the actions and interactions of their teachers (Maman, 2017).

A teacher's competency in teaching a subject is not the only factor that affects how well they are able to impart the knowledge they have learned. However, in order for him to present the information in a professional and efficient manner, he still needs to grasp a few other things. One of the requirements for pedagogical competency is that teachers have to be experts in educational theory and concepts (Sewang, 2022).

Table 3. The scores of seven students who have got scores decreased from Mid to Final Test.

No	Names	Mid Test	Final Test	Results
1.	Grace	90	35	-55
2.	Kristina	96	89	-7
3.	Marcella	90	83	-7
4.	Alya	90	78	-12
5.	Citra	90	72	-18
6.	Estika	96	89	-7
7.	Regina	90	78	-12

There are things to consider for teachers and learners when facing unsatisfactory results from students. We cannot blame the learner entirely for the drop in grades from Mid Test to Final Test. Adult learners who participate in online or hybrid learning are given autonomy, which allows them to direct their own learning. In light of the heightened accountability for learning, student attributes are critical components to take into account for academic achievement. In light of this, the current study investigates the degree to which various learner (background) traits predict the performance, contentment, and intent-to-persist of adult learners in online or mixed contexts. The characteristics of the learners—motivation, self-control, attitudes toward the internet, and self-efficacy—were chosen based on prior studies examining their effects on perseverance, output, and satisfaction. Additionally, background characteristics such as age, gender, employment position, previous diploma, age with children, and current educational level are considered. (Vanslambrouck, 2017, June). Future research should think about background characteristics of the learners such as motivation, self-control attitudes toward the internet, and self-efficacy to control their learning ways.

The goal of transformative education is to radically alter the educational landscape and foster the development of the next generation of problem solvers and creative thinkers who will be equipped with the abilities needed to improve the world. It offers doable strategies for integrated, active, and sustainable learning and explores the "why" underlying these tried-and-true techniques (Graham, 2022). Making teachers ready to educate students to excel requires flexibility from educators in seeing the current situation. A teacher must continue to learn so that his students become smart and ready to face the learning challenges that exist in blended learning activities.

D.   CONCLUSION

To teach students online is not easy. There are many problems faced. The significance problem is about how to monitor students so they can do what the instructors need well. So from that, the students will get the best scores. From the table above, there are some students who have decreased the scores from mid test to final and also the students who have increased the scores from mid test to final test. Of course We need instructors who can transform in today's conditions of blended learning. Instructors who can take students produce final grades that rise from Mid to Final Test. Instructors who realize that it is not easy to do blended learning, must understand the conditions of students through activities online, instructors who know to communicate online in dealing with their students so the instructors can monitor them well.

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