

Indonesian Online Learning in New Normal Under Covid-19: from Traumatic to Intimacy

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Abstract:

The purpose of this article was to provide a brief report on how the online learning is seen in the context of new normal in Indonesia. By reviewing some journal articles, news reports along with some reflective experiences from students, parents, and teachers were the basis of the report in question. As such, the results and discussion was concerned with the pro and contra regarding its implementation. In this regard, the argumentations were purely from observation, news, and digital discussion with parents, students, and colleagues supported by some findings of previous research studies. Trauma, health, and practicality were the concern of the pro while facilities, personal involvement, and intimacy were main consideration of the contra side. Despite a growing number of research studies, online or face to face, of greater importance are teacher's presence, cognition presence, and social presence during the process.

Keywords: online learning, COVID-19, and new normal

1. INTRODUCTION

Online learning is Paradoxical. As such, pro and contra appear with some reasonable reasons. For those saying agrees with this policy, health consideration is the primary reason. They argued that the online learning is a great chance for the children to cope with the information and technology. Their reason reflects the findings of Mimirinis (2018); García-monge, González-calvo, & Bores-garcía (2018), Rustanto, Rahman, & Mitriana, (2020), Thamrin, Suriaman, & Maghfirah (2019), Baturay & Daloglu, 2010 and Fabera & Visscherb, (2018) saying that technology provides important role and of benefit to facilitate and assist teachers in designing teaching and learning. It can not only evolve knowledge and competencies but also communication and problem solving skills. Besides, the reason goes along with the findings of Redecker and Johannessen (2013) saying that technology potentially helpful for teacher to promote students' knowledge and skills such as problem solving, communication and collaboration strategies.

Likely, the reason mirrors the findings of Wang & Jeffrey (2016) saying that the use of technology supports the assessment process. In the meantime, their agreement goes along with the findings saying that through online learning, a teacher as the main agent in the class might be more knowledgeable, intimated, and more resourceful. In

this respect, the teacher can increase student awareness easily while considering sociological and psychological and psychological factors (Burns, 2013; McCreedy, 2019; Rezaei and Latifi 2019). Although internet connection is a big matter, students claimed that the online teaching materials provided by the teachers were interesting and helpful to attaining their learning goals (Kusumo, Nanang, Kurniawan, & Putri, 2012; Zainuddin & Keumala, 2018).

By and large, as the emergence of technology in this digital era, there is a growing demand that technology should be utilized in teaching-learning process. The expectation is partly come up with the fact the ubiquitous of technology in this era empowers the movement of teaching-learning process from face to face to the virtual one. To add on, previous studies support the online learning is an effective way of imparting knowledge and is of benefit to make the students learn actively and engage with some activities meaningfully. The teacher can efficiently and effectively design and evaluate students learning. Accordingly, it is understandable that for those saying ‘yes’ support to implement the online learning under this Covid-19 situation. In this regard, there is a sturdy belief that technology such as the internet providing abundant resources of benefit and really potential to support both teacher and students in teaching-learning activities. Of greater importance, they are still in very traumatic condition to this covid-19. Both parents and children are fear of being contaminated as the children meet their colleagues at schools. This psychological trauma tends to maintain the online learning as the best alternative of teaching learning process under the covid-19.

However, those who say no to have online learning in new normal period, put forward other argumentative reasons. Being in remote areas and having lack of facilities make the online learning is difficult to implement. This reason is in line with Kusumo, Nanang, Kurniawan, and Putri, (2012); Zainuddin and Keumala (2018), Purrohman (2014), and Allo (2020) saying that the challenges of the implementation of online learning in Indonesia is facilities such internet connections and electricity problems. Further, they claimed that for those living in the city equipped with good network facilities does not still guarantee to get along with the facilities lucidly. It might be might more challenging, trickier issues and even the worst matter for those living in urban having no facilities at all. This reflects the previous studies saying that people having limited confidence in using technology to facilitate specific concepts or skills is a barrier in on line learning (García-monge et al., 2018; Kafyulilo & Keengwe, 2014).

Having pointed out the facilities and IT acceptance, of greater aspect regarding those two is student involvement, parental involvement, and teacher involvement. For those who disagree or say “no” to the online learning, the three types of involvement mentioned did not really occur during the pandemic. Although previous findings puts forward the importance of goal-linked family and community engagement for student success and depict that parental involvement is of benefit for students learning (Chrispeels, 1996; Epstein, 2018; Hornby & Lafaele, 2011; Lehmann, 2018; Mahuro & Hungi, 2016), they are still doubtfull on that. This makes sense as, far too long before the covid-19, teachers do not systematically encourage family involvement, and parents

do not always participate and encouraged deeply in their children learning process (Willemse, Thompson, Vanderlinde, & Mutton, 2018). In the meantime, focusing on perceptions, students' perception of face to face, face-to-face learning perception was found higher than online learning in terms of social interaction, social presence, and satisfaction (Bali & Liu, 2018).

Moreover, in real classroom interactions setting, teachers and students might build up knowledge and expand their thinking process requiring effective use of a variety of techniques and effective implementation of pedagogical intentions to arrive at a particular learning goal (Suhirman, 2018). Their argumentations seem in line with Atwood, Turnbull, and Jeremy (2010); Berger, Girardet, Vaudroz, and Crahay (2018); Chappell, (2014); Solem, (2016), Darong, et al., (2020) and Rolin-ianziti and Ord (2016) saying that the techniques including the consideration of learning opportunities, the use of interactional features, teacher talks and student responses, meaning negotiation process, sequence of exchange, turn-taking which appear in real classroom setting are beneficial for student learning goals.

Pushing further, they reject the online learning due the consideration of students' personal involvement. As such, bad personal character and unexpected environments can decrease the learning quality. This rejection reflects the previous studies saying that the class might not be freely employed as the limited boarder and space and for some other reasons such as laziness, (García-monge et al., 2018) student personal attitude, social and perceived behavioural controls factors and educational and environmental factors (Drossel, Eickelmann, & Gerick, 2017; Larmuseau, Desmet, & Depaepe, 2018; Priyanto, 2009; Purrohman, 2014; Salleh & Laxman, 2014). Moreover, they argue that as the students are being passive/absent-minded in joining a lesson, having no competitive power and a weak self-initiation, simply learn to pass a test make the online learning is not effective and should go be replaced again by real, face-face classroom setting.

Another argument was the consideration of learning strategies. They are in doubt whether in the three months before the new normal students learning strategies are effective. They assume that the students might still be dependent as they rely much more on Google and their parents as they have school tasks than learning independently. As they go to school, their learning strategies might be varied as they met teachers and friends from which their self-independencies are constructed. The environmental atmosphere during the covid-19 represents the main obstacle in developing e-learning in Indonesia. This condition mirrors the findings of Astuti, Alexandro, and Purnawarman (2017); Winarti, Masriyah, Ekawati, and Fiangga (2019) there is a correlation of the learning strategies and learner-instructor interactions in online learning course in Indonesian students.

More importantly, classroom interaction takes place as the participants involved actively, understand the nature and roles of each participants employed during the process. What is meant here is that the interactions would be enhanced when both teachers and learners utilize their roles in suitable and proper ways. Successful teaching and learning process will deeply depend on the total involvement of the participants in

the construction of language classroom discourse. The involvement, in this sense, is not only about how to teach and understand but also how to manage, know to use, to produce and to understand intimately as the realization of their discourse competence in teaching.

2. DISCUSSION

It is deniable that Covid-19 has great impacts. All aspects of human life changed drastically. Economics, politics, culture and education are given to shivering. As such, in seven months under COVID-19, Indonesian people lived and worked from home. The government officers and all stakeholders involving officially had tried their best to face the corona virus. Yet, during this period, the impacts appeared in question lead to both mentally and socially. Counseling and development center Personal Growth recorded 327 cases of mental health problems in 22 categories on its free online counseling platform from March to May. As such, with the anxiety as the highest rate, for about 21, 41%, 33 percent of the 327 complaints were related to COVID-19 (Iswara, 2020). A survey delineated that out of 1,522 respondents, 64.3% suffered from anxiety and depression (Siagian, 2020). Along the line of this data, Gunadha, (2020) and Azizah, 2020) reported that there was an increase number of people seeking psychiatric treatment, mental disorders and suicide after losing their jobs. Besides, uncontrolled behavior such as self-injured, scream, escape, rape, violence, sexual abuse, woman exploitation, suspicion for outsiders likely to occur resulting from deep depression, fear, and unemployment, (Firdaus, 2020; Rizky, 2020). Thereupon, all these cases belong to psychological trauma comprising individual, hysteria, psychological, and social trauma (Abdullah, 2020).

Moving to poverty, under the COVID-19, the rate increased from 9.2 percent in September 2019 to 9.7 percent by the end of 2020 (Suryahadi, Al Izzati, & Suryadarma, 2020). The country's overall occupancy rate had fallen to 30 to 40 percent since the outbreak begun in the beginning of January, below the regular low season average of 50 to 60 percent, the retail industry in seven cities and municipalities out of the 17 have been affected by the pandemic (The Jakarta Post, 2020). In the meantime, the Minister of Manpower stated that 3 million workers have been sent home and dismissed. Trade union FSP TSK SPSI focusing on textile, garment and footwear, claimed that the garment sector (51%) is the highest sector having impact from Covid-19, followed by textiles (31%) and footwear (10%). The most impact is from factories sending home workers (41%), followed by factories still operating (26%) and the 18% that are closed.

Though the virus has not been eliminated totally, the Indonesia government declared to move toward a new life that so-called new normal As such, the economic sectors such as trade, shopping centre, food and delivery, transportation and accommodation, bank started to operate gradually while considering and paying attention to some wealth protocol for the sake of the spread the corona virus prevention. While some sectors are gradually operated, other sectors are still regarded to be very risky to start operating as they were used to be. One of the sectors is education, from

nursery up to university level, still utilize online learning for running the teaching-learning process (Kasih, 2020).

It has been widely documented empirically in some previous studies that the online learning has given a great impact on both teacher and students. As such, the studies regarded it as an effective mode to provoke students' thinking process, efficiently check students' learning attainment and discursively constructed the classroom talk (Wang & Jeffrey, 2016; Mimirinis, 2018; García-monge, González-calvo, & Bores-garcía, 2018; Rustanto, Rahman, & Mitriana, 2020; Thamrin, Suriaman, & Maghfirah, 2019; Baturay & Daloglu, 2010; Faber, 2028).

However, with different modes, those findings are paradoxical. Those who agree with online learning regard the virtual class has more benefits. Teacher interactional strategies, learning opportunities, and learning attainment can be carried out properly. Meanwhile, both teacher and students information and technology engagement might be improved. The online learning is a great chance to cope with such modes and with learning materials. In addition, they are definitely triggered to improve knowledge and competencies and communication and problem solving skills. (Mimirinis, 2018; Redecker and Johannessen, 2013; García-monge, González-calvo, & Bores-garcía, 2018; Rustanto, Rahman, & Mitriana, 2020 and Thamrin, Suriaman, & Maghfirah, 2019). Most importantly, they are still in very traumatic condition as the spread of covid-19. In this respect, psychological trauma holds the online learning to be alternatively employed under the covid-19.

In contrast with previous studies claiming that online learning gives great impacts on students, it is imposed not to have expected atmosphere as they are in face to face classroom interaction. As such, sense of intimacy and humanity occurring as in the face to face classroom setting are mitigated (Darling-hammond, Flook, Cook-harvey, Barron, & Osher, 2019; Dincer, Noels, & Lascano, 2019). Schools and face to face classrooms interaction are physically and psychologically secure mini society of learning where students feel safe as they engage in practices and have interpersonal assistance from their teachers and friends as well. Thus, although online-teaching learning is a space where both teacher and students encounter virtually and provided by forceful prominence of some virtual modes (synchronously and asynchronously), the sense is still different comparing with face to face mode.

With regard to interaction, a growing body of studies has been dedicated to the various issues highlighting the benefits of face to face classroom interaction. For instance, some findings dealt with the importance of teachers' interactional strategy and learning opportunities which positively contribute to learners' engagement, (Cancino, 2015; Diehl & Mcfarland, 2012; Iv & Tenore, 2010; Manzel, 2016; Palma, 2014; Solem, 2016). Others were concerned with the interpersonal relationships among participants involved, (Babaii, Parsazadeh, & Moradi, 2018; Blazar & Kraft, 2017; Fan, 2012; Jakonen & Morton, 2015; Pennings et al., 2014; Solem, 2016). In the meantime, as noted by Flieller, Jarlégan, and Tazouti, (2016), Rust (2015), and Salerno and Kibler (2015), teachers' local tactics and strategies are moves to preserve the nature of face to face classroom interactions which directly help learners. Meanwhile, better ways to

have classroom as an interactive, constructive and meaningful setting and meet the learners' needs and claims are obtained only face to face classroom interactions through some language behaviors employed by teachers, (Pianta, 2016; Rolin-ianziti & Ord, 2016; Solem, 2016). As such, the requirements recommend the teacher roles as a good model or social figure for students regarding the ways of how to communicate and construct knowledge interpersonally and intimately.

Teachers' ability in managing the class is another issue to deal with. The distinctive characters of teacher-student face to face interactions must go along with the distinctive identified problems occurring in the class such as ethic, conduct, and manner. In this regard, face to face is potential to help teachers attract the learners to be more cooperative in reaching the target of learning, (Kapellidi, 2013; Nakamura, 2008; Tavakoli & Davoudi, 2016). These, actually, are apparent in the form of turn-taking organization or organization of sequences which are definitely associated with the teacher's ability of classroom management. In contrast, this might not happen as carried out online. Some potential predictors of student engagement such as control (perceived behavioural control) factors, personal (attitude), and social (subjective norms) (Alqurashi, 2018; Drossel, Eickelmann, & Gerick, 2017; Palvia et al., 2018; Salleh & Laxman, 2014) might differently manifest and contribute to the learning attainment. Consequently, it is imperative for teachers to work extra to trigger student engagement by means of some robust strategies and management from which students can be actively involved. Dwelling on practical equipment and habit, the practical thing such as a slow internet connection and electricity problems; independent learning habits, tutor/lecturer habits might be potentially contribute to classroom management (Kusumo, Nanang, Kurniawan, & Putri, 2012; Zainuddin & Keumala, 2018). Similarly, the challenges of the implementation of online learning are educational and environmental factors representing the main obstacle in developing e-learning in Indonesia (Astuti, Alexandro, & Purnawarman, 2017; Winarti, Masriyah, Ekawati, & Fiangga, 2019; Purrohman, 2014).

Other than those mentioned, learning opportunities and relationships, prior research studies also put forward the cruciality of teachers' role, (Carassa & Colombetti, 2015; Jackson & Cho, 2018; Lam, 2018; Rolin-ianziti & Ord, 2016). These can affect the quality of interaction, (Cancino, 2015; Canh & Renandya, 2017; Hashash, Abouchdid, & Abourjeily, 2018; Hassaskhah & Zamir, 2013) extend the term quality by stressing on the teachers' classroom language and knowledge which are very crucial and have a stronger correlation with interaction. They accentuate that teachers' language proficiency plays significant role in building interaction within the classroom. Comprehensible language construction in classroom interaction is considered as good input to facilitate the needs of successful language learning and modify the output, (Saito & Hanzawa, 2016). As such, face to face interactions are good mode to achieve such the input and output in question.

All prior studies highlight that face to face classroom interactions are expected to promote learners involvement in reaching learning goals. However, rather see the class where the teachers plays functions and roles, it might be more meaningful and

beneficial to have insights on teaching-learning intimacy. In this regard, personal involvement must be made in such a way that the intimacy exist among teachers and students. As such, Hu & Duan, (2018) argue that classroom talks are crucial in providing insight of what and how classroom interaction is. Although a very tricky and challenging process, it should go along with many factors within the classroom context. Interaction is considered as the most requirement needed to help the learners acquire knowledge and build personal intimacy. Putting it differently, it is very crucial to consider the interaction as a central element and paramount value to trigger both teacher's and learners' attention to interpersonally create the relationship. Having that strong impetus, it is of great magnitude to point out that the success of learning should take into account a profound examination of classroom interaction.

Overall, the online learning in new normal under the covid-19 should be seen holistically in terms of its impact and effectiveness. In this regard, the impact goes to psychological aspect and interpersonal relatedness. While the latter deals with pedagogical aspect from which learning attainment is achieved. The seemingly endless “on-line problems” under the new normal of covid-19 improvising limitless further impact of teaching learning process therewith, employing deeper consideration in multi perspectives and analysis are suggested. Despite a growing number of research studies, online or face to face, of greater importance are teacher’s presence, cognition existence, and social companionship during the process. More importantly, technology continues to affect our lives including in teaching-learning activities. Consequently, for those who actively involved in education should be ready to utilize and integrated it as a friendly and intimately alternative tool used in teaching and learning.

3. CONCLUSION

The quality of online learning in this new normal era appears to be in dichotomies in terms of being communicative-uncommunicative and high or low intimated. The online learning class can describe the learning which is measured not only in terms of quantity through experimental investigation but also the quality of interaction between teachers and learners. To achieve this, the role of both teacher and students are highly considered as the class agents who makes the class, virtually or face to face, as a setting to scaffold learning as social interaction process. Being able to construct interpersonal relationship is considered as another factor to provide good input and may facilitate the needs of having achievement as an output of a successful teaching-learning process. In this respect, the presupposition that the online learning might be beneficial for teacher and students is still questionable. As such, it might be only seen as the emergence of technology which should be integrated in teaching-learning process as highlighted by some previous research studies. Yet, pushing further to intimacy aspect, it might be questionable.

Through this short article, the writer has, thus far, delineated though briefly some progress reports in the field regarding the implementation of online teaching-learning. Regardless of being paradoxical as highlighted in some previous research studies and news reports, what is more is that the substance of online learning itself. As

such, the substance should be should be regarded in such a way that both teachers and students might get rid of trauma. In this regard, both show no signs of trauma after the terrible disaster of Covid-19. They, on the other hand, should have an intimacy which might lead the teaching-learning securely carried out. The intimacy in question might be realized by means of teacher, cognition and social presence during the process. In brief, the implementation of online in this new normal should smack the trauma into intimacy covering social, engagement, knowledge construction and sense of membership and belonging. To a great extent, both teachers and learners should be aware of what they say, act and behave.

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