
Students' Social Presence and Perceived Learning Toward Cross Cultural Understanding Course in Online Classroom (An Evaluating of Learning Process during Pandemic Coronavirus)

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ABSTRACT

Social distancing policies during the pandemic, have a significant influence on the education system in Indonesia. This condition requires all the education levels to carry out the learning process into an online classroom, although the readiness has not been well prepared. It certainly affects the quality of learning which previously still uses more face to face learning, no exception for English and Literature department at Islamic state university of Makassar. Cross Cultural Understanding as one of the compulsory course had switched completely to the online system for the first time. One way to measure the effectiveness of learning is to look at students' responses and reactions from their social presence and perceived learning. The purpose of this study was to gain insights into learners' social presence and perceived learning of online classrooms especially for CCU courses. Seventy (70) students of the English and Literature department were surveyed to identify helpful components and perceived challenges based on their online learning experiences in this course by using social presence scale questionnaires and online interviews. The results of the study illustrated the student's effort and expectation to the online classroom while most of them feel difficult and lack of activeness with online classrooms during the pandemic. Participants indicated that technical problems, lack of sense of community, time constraints, and the difficulties in understanding the objectives of the online courses as challenges.

Keywords: social presence, perceived learning, online classroom, Cross Cultural understanding

ABSTRAK

Kebijakan jarak sosial selama pandemi, memiliki pengaruh signifikan terhadap sistem pendidikan di Indonesia. Kondisi ini mengharuskan semua tingkat pendidikan untuk melakukan proses pembelajaran ke dalam kelas online, meskipun segala komponen belum dipersiapkan dengan baik. Hal itu tentu saja memengaruhi kualitas pembelajaran yang sebelumnya masih lebih banyak menggunakan pembelajaran tatap muka, tidak terkecuali jurusan Bahasa Inggris dan Sastra di Universitas Islam Negeri Makassar. Mata kuliah Cross Cultural Understanding adalah salah satu mata kuliah yang sudah sepenuhnya beralih ke sistem online untuk pertama kalinya, dan salah satu cara untuk mengukur efektivitas pembelajaran adalah dengan melihat respons dan reaksi siswa dari kehadiran sosial mereka dan pembelajaran yang dirasakan. Tujuan dari penelitian ini adalah untuk mendapatkan wawasan tentang kehadiran sosial peserta didik dan pembelajaran yang dirasakan kelas online terkhusus pada mata kuliah Cross Cultural Understanding. Tujuh puluh (70) mahasiswa dari jurusan Bahasa dan Sastra Inggris disurvei untuk mengidentifikasi komponen yang bermanfaat dan tantangan yang dirasakan berdasarkan pengalaman pembelajaran online mereka dengan menggunakan kuesioner skala kehadiran sosial dan wawancara online. Hasil penelitian mendeskripsikan upaya dan harapan siswa untuk kelas online pada mata kuliah ini sementara sebagian besar dari mereka merasa sulit dan kurangnya

keaktifan dengan kelas online selama pandemi. Peserta menunjukkan bahwa masalah teknis, kurangnya kurangnya rasa kebersamaan, keterbatasan waktu, dan kesulitan dalam memahami tujuan kursus online sebagai tantangan.

Kata Kunci: kehadiran social, pembelajaran yang dirasakan, kelas online, pemahaman lintas budaya

INTRODUCTION

Online education is experiencing rapid development and has touched all levels of education starting from the lowest level to the highest level. In education, Online learning had become a major tool (Harden, 2002). The Sloan Consortium surveyed more than 1,000 colleges and universities and discovered the fact that a lot of institutions were making online learning their long-term strategy. According to data found 56% of institutions write online learning as their strategic plan. The rapid increase in online-based education has made the supply of transnational education increasingly increasing. In Indonesia online learning and has long been applied in open universities and slowly also applied by most other campuses both public and private. But in its development online learning systems also experience many obstacles, in addition to the value of less interactive Regarding the social presence in the online learning process which has been stated in several studies, and showed that it is caused by the lack of social interaction and student satisfaction in the learning process. For instance, a research that concluded that the online learning will not be effective if it is used as independent learning for certain majors such as technical training for professionals in the field of information technology, based on data obtained in this study where the respondent is a student, they gave comments that online learning reducing their interactions in the class, while most learning processes required direct interaction, it is needed to solve some learning problems (Laine, 2003). Another thing that is lacking online learning in this study is that students feel isolated, their space is limited by anxiety and obscurity. Therefore, in addition to teacher creativity in teaching, commitment, and time discipline are the main reasons for the success of online learning.

Those explanations above were strengthened by many related studies. most of the term that has been discussed online learning quality is a social presence because it was the main indicator that can be measured. Social presence could be used as a key indicator to see the success level and participation as well as satisfaction and perceived learning in an online classroom (Lakin, 2005). Further research is certainly needed, the rapid development of technology certainly gives different effects to students, now they can easily participate in online classes anytime and anywhere only through smartphones. Other research related to social presence, satisfaction and online learning were to find the comparison of the students' attitudes learning through distance online with web-based learning by face to face, respondents from this study indicated that online learning is more personal and gives them wider access to express their perceived learning. (Swan, 2002) stated that online discussions made them feel fairer and more interactive than face-to-face discussions. Besides, he also stated that

there is a positive relationship between student satisfaction and the level of interaction in the online classroom. A survey conducted by (Gunawardena and Zittle, 1997) of graduate students in a conference between universities using computers found that student learning satisfaction can be predicted by measuring their social presence.

In an ideal condition, talking about the social presence and perceived learning is influenced by the motivation and teaching techniques of lecturers, besides that facilities and infrastructure become a significant component in determining the effectiveness of online classrooms. This causes the majority of lecturers in Indonesia to use more face-to-face learning systems even though online learning applications have been prepared from their institution, besides, various online learning applications that are easy to use have been widely available.

A pandemic Coronavirus condition requires all educational institutions to implement a comprehensive online learning system, this sudden condition is causing anxiety. In addition to several factors that the researchers have mentioned before, the reality of online learning is increasingly not optimal due to pressure from various aspects both from the lecturer and from students and institutions. Economic pressures and psychological pressures during the pandemic caused high anxiety towards students, affecting the quality of online learning and causing panicgogy. It could more understand students in practical terms. They face different obstacles, for example, only some of them who have smartphones, some have family responsibilities, some have lost their homes and jobs and others take care of their daily needs. For lecturers, switching to online learning will be better and practically during a pandemic, but not for students

Cross-Cultural Understanding Course is one of the compulsory subjects taught by the researcher, some learning methods that are usually applied in this course are small group discussions, cultural collections, cultural journals and watching films that have related to the various cultures. In this situation, not many methods have changed unless all have gone online. because this is the first time this course has been carried out entirely online it is very important to see student responses, satisfaction levels and what they feel so that in the future online learning in this course runs more effectively

The purpose of this article is to determine the students' social which was to use the Social Presence and satisfaction instruments (Gunawardena and Zittle, 1997) regarding online learning during coronavirus pandemic and in recognizing the students perceived learning the researcher use the online interview to the students. How are the students' social presence and perceived learning toward Cross Cultural Understanding Course during coronavirus pandemic are the problem statement for this study?

LITERATURE REVIEW

Online Classroom

Nowadays, online learning is one of the most important approaches to improve the quality of teaching and learning in school (Blomeyer, 2002). (Seok, 2010) stated that e-learning becomes a new pedagogy in the 21 century. The rapid development of technology supports instructor instructors using sophisticated techniques in implementing online learning. Although it is still difficult to choose the right program and under the conditions needed (Rovai and Barum, 2003).

(Watson and Rutledge, 2005) stated the readiness of students' time and conditions was the main reason they considered before registering for an online course. Doing tasks can be more effective, we can stay at home spending time with family. Travel costs are more economical, we can travel to more places without having to leave the obligation of learning and teaching. Thus many people have positive perceived learning toward online classrooms and have an impact on the level of satisfaction.

(Carr, 2000) determining others' points of view and suggested that differences in online course design can cause inequality evenly. Students perceived learning and level of satisfaction are strongly influenced by interactions between students and instructors or between students and students and this can be seen at the end of online course completion. The same thing was stated by (Frederickson et al, 2006) that the most significant point to influence the perceived learning of students was the interaction that occurs in that learning.

(Kreijns et al, 2013), the conclusion we got was that the online course was influenced by the environment and teaching techniques in facilitating students because this affected the level of social presence and students' perceived learning. Designing online classes into group discussions will support the formation of a better personal impression on each student because they will get the same opportunity in expressing their opinion

Social Presence

Social presence in telecommunications literature is a basic concept. Short, (Williams and Christie, 1976) have developed a social presence as a theory to identify the social-psychological dimension of temporary communication. (Gunawardena and Zittle, 1997) stated social presence as a core point of the presence of others in interactions with others and with the self. "(Short, et al., P. 65) stated that social presence has an important role in determining the quality of communication media. Facial expressions and non-verbal cues sent by the media affect the level of social presence of someone in communication media although this is largely determined by factors that influence someone in taking online classes

(Homer et al, 2008), online learning will be more interesting and easier to remember by students when instructors try to improve their social presence in the

learning process. The same thing was found in a study of the experiences felt by students in an online nursing course (Sit et al., 2005) underscores the continued importance of social presence in the CMC setting in that 36% of the subjects identified that there was an inadequate opportunity for human contact and interaction in the online learning mode. One subject commented that she felt like she was “talking to the computer” and felt lonely and sometimes bored.

(Kreijns et al, 2007) determined that social presence is the imagination of someone about the presence of another visible person. Social presence is closely related to someone's perception of interpersonal relationships that are created in the online learning environment. When students can communicate effectively with their friends and instructors, they will have perceived a social presence in the learning of the community.

(Rourke et al, 2001), revealed that social presence is a fundamental presence that determines the quality of online learning, the others are teaching presence and cognitive presence. Social presence is the ability of students to interpret themselves socially and effectively into a community. Develop social indicators of attendance in 3 categories, namely affective respiration, cohesive response, and interactive response, and identify how this is used in online learning. Affective responses lead to the expression of emotions, trustworthiness, feelings, and personal values in students. Cohesive response refers to how students' attitudes build group commitment. Interactive response is an attitude that shows someone's presence in the interaction, for example, an agreement that was previously communicated. Rourke at the code provided for these indicators and analyzed them in two online class discussions.

(Swan, 2003) attempted to re-explore similar categories and indicators found by Rourke, in a study involving the social presence of online course participants in postgraduate classes. Another thing he found was that there was a change in the type of social presence indicator that was used from time to time. Cohesive indicators in online learning often decline and interactive indicators are always increasing. While the affective indicator is in a constant position.

Students' Perceived Learning

Another than measure the students' social presence, one way in determining the effectiveness of online classroom is in the students' perceived learning or their perception and satisfaction. Some researchers found that two main factors that influenced the students' perceived learning are the course design and the learning content. another researcher found that students' perceived learning has a correlation with the social presence scale in the online classroom. In this pandemic, it would have influenced by more additional factors from many aspects. Economic and psychological anxiety will be the main reasons for this term.

Cross Cultural Understanding (CCU)

Cross Cultural Understanding Course is one of the compulsory subjects The

Cross-Cultural Understanding course is one of the subjects that discusses foreign cultures, understanding the cultures of other people who are different. Cross-Cultural Understanding also discusses the lives of westerners, their character, culture, daily life, how they value their time, values in western countries, how education in other countries, and how other countries develop.

RESEARCH METHOD

This study used mixed methods research. It is a research method that combines quantitative methods and qualitative methods to be used together in research activity to obtain more comprehensive, valid, reliable, and objective data. In this study, the students' social presence was examined by social presence scale and perceived learning by online interviews. subscales of the GlobalEd Questionnaire developed by (Gunawardena and Zittle, 1997) to evaluate the educational experience and assess student responses to the online classroom in google classroom, zoom, or WhatsApp group. The Social Presence Scale has been used in several studies previously. The Social Presence Scale consists of four items that embody the concept of "immediacy" as defined in (Short, et al, 1976). A Likert scale is used with scores ranging from 1- 5. A score of 1 = strongly disagree, 2 = disagree, 3 = uncertain, 4=agree, and 5 = strongly agree the maximum score possible is 70 Sample is taken by simple random sampling, the students who filled the questionnaire were 70 students at English and Literature department through a google form.

In analyzing the data of social presence the researcher used the statistical test because it is an efficient and effective data analysis method in a study. To test X and Y, the analysis used is based on the mean (mean) of each variable. This average value is obtained by add up the overall data in each variable, then divide by the number of respondents. Reliability tests are also carried out on this instrument to determine the determination or precision level of a measure or measuring instrument. A measuring instrument has a high level of reliability if the gauge is reliable in the sense of measurement and is reliable because the use of the measuring instrument will repeatedly give similar results. For reliability testing in this study, the author used Cronbach's Alpha (α) according to (Ghozali, 2016). Then the data of students' perceived learning that has been taken by interview is analyzed by data reduction.

FINDING AND DISCUSSION

The respondents are 70 students who answered 14 questionnaires for social presence and satisfaction scale and 12 questions for the interview. Most of the respondents were from the fourth semester the rate was 66, 7 %, from the second semester were 27, 8 %, and from the sixth semester.

Reliability Analysis of the Social Presence Scales

The instrument used has thoroughly passed the reliability test, although this scale has been used in many previous studies, some points have edited words with the same meaning. Thus the reliability for each scale used in this study was analyzed by calculating Cronbach's alpha. Alfa Cronbach's Social Attendance Scale is 0.87 This is consistent with previous research. Carmines and Zeller (1979) showed that Cronbach's alpha was at least 0.80 to be achieved for widely used instruments.

A. Social Presence Scale

Table 3.1 Descriptive social presence scale in CCU course

Item	Text	Mean	Median	SD	N Missing
1	Online or web-based education is an excellent medium for CCU courses.	2.32	2	0.94	
2	I felt comfortable conversing through this medium.	3.20	4	0.89	1
3	The "presentation" section enabled me to form a sense of online community	4.16	4	0.69	
4	I felt comfortable participating in course discussions.	4.32	4	0.53	
5	I felt comfortable interacting with other participants in the course.	3.70	4	0.88	
6	I felt that other participants in the course acknowledged my point of view.	4.18	4	0.70	
7	I was able to form distinct individual impressions of some course participants	3.89	4	0.99	1
8	Online discussions enabled me to form a sense of community.	2.35	2	0.87	1
9	The lecturer created a feeling of online community	3.59	4	0.88	
10	The lecturer facilitated discussions in the CCU course.	3.02	3	0.85	
11	My point of view was acknowledged by other students.	4.33	4	0.53	
12	My point of view was acknowledged by the lecturer	2.84	3	0.86	
13	I was able to learn from online discussions.	3.25	3	0.88	
14	I was stimulated to do additional reading or research on topics discussed in the online discussions.	4.23	4	0.98	

Mean, median, standard deviation, and absence rate was assessed for each of the 14 items on the Social Attendance Scale. Descriptive statistics are presented in Table 1. The maximum possible score for each item is 5. The five items with the highest scores (3, 4, 6, 11, and 14) relate to comfort and recognition in online classes.

the majority felt comfortable feeling cared for during the online class learning process, and no respondents showed disagreement with these items. The items with the lowest scores (1, 8, and 11) all relate to the level of ability to adapt to attending online classes in interacting with groups in their class. Then the items with a value of 3 or in the middle position are (2, 5.7, 9.10, and 13) related to their tendency towards online learning. After reverse coding, the average score for these items ranged from 1.98 to 2.36, with a median value of 3. Only 9% of respondents indicated strongly agree or disagree with one of these statements. The completion rate for the Social Attendance Scale is high. Incomplete responses There are only 3 and no surveys missing more than one item. Because the level of chaos is low, the loss of random assumptions is maintained.

B. Students' Perceived Learning on CCU Course during Coronavirus Pandemic.

To explore students' perceived learning for CCU course of English and literature students during the pandemic, the researcher gave 12 questions, and only 68 respondents who were ready to answer the questions. Here is the presentation of students' answers for the interview.

- ***Do you agree that the online learning process for CCU is fully implemented for this semester?***

For this question, 71 % of the respondent were disagreeing with the online learning, 15, 9 % who strongly disagreed, and only 13 % who agreed.

- ***How confident are you in understanding CCU by online learning?***

in this question 33 respondents or 47,8 % did not choose sure or not sure, 25 respondents or 36,2 % answered not sure in gaining the course understanding, even 9 or 13 % were not sure by online learning for CCU.

- ***Which method that become more effective for you dealing with CCU Course***

For this question more than 50 % or 45 students choose watching and discussing the movie as an effective method for them to gain cultural understanding with, then the cultural journal is more challenging for other students who prefer to reading than watching, 15 % need a small group discussion in Deeping their understanding in this course.

- ***What application are you interested in CCU by your situation right now and on the contrary if you regardless of your current situation. (qs.4 &5)***

For these questions 79, 8 % choose WhatsApp Group and 18 % choose google classroom, and others did not choose anything. But in the next questions the questions are about the interesting application for online learning that not has related with their economic condition and the answer is impressive, 40.6 % refer to google classroom, 36,2% toward YouTube Video and 21,7 % choose zoom

- ***Psychological problems that you all experienced in online learning for the CCU course during the pandemic.***

These questions were answered surprisingly, 50,6 % feel stressed because there are many tasks from other lecturers and want to ask for tolerance in doing their task. For the CCU course, some of them found it difficult to adapt to online learning and lack of motivation to explore more materials by video or journal, so 31,9% prefer to face to the face learning process.

- ***Do you think the weakness of online learning for CCU and what is the biggest obstacles in participating in this course? (Qs 6 &7)***

In these questions, 58% or 40 students stated that ineffective communication and technical problems such as networks become the main shortcomings and obstacles for them to understand the materials, include the amount of distraction from their place. Besides that, 39.1% or 27 respondents said that less conducive and ineffective time are the other causes.

- ***How does a corona pandemic influence the quality of online learning for the CCU course? explain briefly.***

Those are some commons answer for these questions

"With this corona pandemic, it has a big impact on my learning process almost said 360 degrees have changed not only for CCU course but also the other course. (respondent 1)

"Corona's influence on online learning is quite large. This means that the influence that makes both lecturers and students sometimes complacent. Because there are still lecturers who only give assignments without giving any explanation. I prefer to have a discussion where lecturers and students are active in the face to face classroom. (respondent 2)

"80% Makes us as students who live in rural areas experience many obstacles, especially in the network." (respondent 3)

"Of course the impact is great. Online learning does not guarantee we fully understand the learning provided by the lecturer because the communication process between lecturers and students is sometimes hampered by several factors such as the error of the network to access the material and the communication is not conducive if only through WhatsApp group. For the CCU course, we need more explanation from the lecturer. (respondent 4).

- ***During a corona pandemic, what problems affect the quality of your online learning especially for CCU and what kinds of conditions that you experienced in this learning process. (Qs. 9 &10)***

For this question, 35.3% or 24 respondents stated that economic conditions were the most influencing learning effectiveness. Then 23.5% or 16 respondents stated

that mental conditions that were not ready are another important thing and so was the limitation of activities during a pandemic. As well as the limitations of lecturer creativity in presenting material, make the students complain more in the learning process.

- ***What are your expectations for the effectiveness of CCU by online learning?***

Most of the student's expectations are more to the technical issues and learning methodology as well as adequate applications that can help them understand learning material.

- ***While studying online in several meetings, in your opinion whether the learning process for CCU course runs effectively?***

For this question, 90 % of the students answer not because the facilities were not appropriate (network and tools), some of them argued that the learning process runs effectively only for the subject who's the lecturer explained by video include the CCU course. meeting because they need a more direct explanation for each material.

From those finding we concluded that the students perceived learning toward CCU course during coronavirus pandemic related to all components were not effective, in their questions, the researchers asked the students about their expectation to the online classroom then their common answer confirmed that the main point for the quality of online classroom was from the facilities and the teaching technique. The lecturer needs to motivate the students to be more active and do their best in online learning during this pandemic.

CONCLUSION

Students' social presence prefer to the student's ability in motivating them to adapt to the online learning. from this research, we found that most of the students in English and department were dealing with their tendency or motivation, and others were dealing with their comfort zones and recognition for CCU course. for the students perceived learning during the pandemic, basically in an ideal situation, the students will get more interesting to join CCU course but this sudden situation gives a big impact to the students learning process, one of the main reasons that influenced the effectiveness is from the economic side, so their expectations were the lecturer can motivate them and understand their conditions without ignoring the substance of each learning material. Although some materials in CCU can be assessed online such as watching movies or cultural journals, in fact, the students still lack self-regulated learning in exploring the materials.

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