

PRE-SERVICE TEACHERS' ATTITUDES TOWARDS ONLINE LEARNING DURING THE COVID-19 PANDEMIC

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ABSTRACT

The purpose of this research is to find (1) Pre-service teachers' attitudes towards online learning during the COVID-19 pandemic. (2) Pre-serviceteachers' difficulties towards online learning during the COVID-19 pandemic. This study uses a qualitative method and also the design this research employed descriptive design. The participants of this study were students of English Education class B, second semester of class 2020 at the University of West Sulawesi, who were selected using a purposive sampling technique. The data of this study were obtained by using observation, questionnaires and interviews. The data obtained were then analyzed into three main phases, namely data collection, data display, data condensation and drawing conclusions. The results of this study indicate that (1) there are three components of students' attitudes towards the use of online learning during the COVID-19 pandemic, namely the cognitive component, affective component, and conative component, (2) there are several difficulties that students encounter during the online learning process during the COVID-19 pandemic namely inadequate internet network connections in several student areas, lack of student learning facilities such as internet quota, books and laptops, and limited storage on student cellphones to store learning files provided by lecturers. This shows that students feel safe and comfortable in reducing and eradicating the spread of the COVID-19 virus, students know various online learning media and the learning process can be done anywhere and anytime. However, there are many things that become obstacles for students during the online learning process, it is possible that this is the reason some students cannot participate and be active in carrying out the online learning process during the pandemic.

Keywords: Pre-service Teachers, Attitudes, Difficulties

INTRODUCTION

The spread of the Coronavirus (COVID-19) has afflicted all elements of the world community, including the Indonesian people and the academicians in it. COVID-19 has been declared a world pandemic, referring to the WHO's decision as stated in (Khatri, P Singh, 2020), that the cases spread beyond the city of Wuhan and on 30 Jan 2020, the World Health Organization (WHO) declared the 2019 novel coronavirus (2019-nCoV) outbreak a Public Health Emergency of International Concern (PHEIC). This outbreak has caused about 64,000 cases of COVID-19 in China so far, and that

number is growing (Wang, 2020).

In Indonesia, the spread of the COVID -19 pandemic has had a huge impact, especially on the education system in Indonesia. It requires massive action related to the learning model policy, and this pandemic is a massive challenge to the education systems (Daniel, 2020). The education system in Indonesia is unusual because most schools ranging from kindergarten to tertiary institutions are converting traditional learning (classroom learning) into online learning. Online learning means that all student activity in the classroom is mobile via the internet. Therefore, the use of media applications in online learning such as WhatsApp Groups, Messenger Groups, Zoom Applications, and Google Classrooms, Google Meet, and other learning applications are very important, especially in online learning.

This is important to formulate as an effort to achieve significant learning outcomes in the COVID-19 pandemic. This situation requires all students and lecturers to be on guard so that COVID-19 does not spread more widely. Following up on this emergency, the government provided instructions through university policymakers, instructing the transfer of lectures by utilizing the internet network. This is considered a solution to breaking the chain of the COVID- 19 pandemic, but in these difficult times, the application of online classroom learning has reduced the enthusiasm for learning a little, even making the learning process less effective. caused by several factors such as; not yet supporting technology devices and inadequate internet networks, so that student learning concentration is disturbed because they are not used to using online media, in learning English, especially based on surveys of students and lecturers.

The distance learning process makes some students and lecturers actually feel less effective, but the best solution for learning at this time is to do it remotely to avoid the spread of COVID-19 by using existing technology devices to make it easier for students. to study material from the lecturer (Herliandry, Nurhasanah, Suban, & Kuswanto, 2020). As is known, the COVID-19 pandemic (COVID-19 pandemic) is a very dangerous disease because it can spread and attack the human respiratory tract quickly. The possible learning model, along with the state of the pandemic covid-19, is learning through the network systems, such as e-learning prepared by universities via campus' websites or using online applications (Sintema, 2020). (Suyanto, 2005) added that e-learning is primarily aimed to foster students to be independent at certain times and take responsibility for their learning.

In online learning, researcher found something phenomenal based on the results of interviews via the WhatsApp application with second semester students of the English Department of the University of West Sulawesi. Students explained that in fact they did not understand the material in learning English online. The reason is, when students take part in the process of learning English online with the zoom application, WhatsApp application or class groups, they only write a few summaries of the material in their books and never interact directly with their lecturers.

This study was conducted to determine the extent of students 'understanding of the use of online learning, to see students' attitudes towards implementing online learning during the COVID-19

pandemic and to find out what difficulties students have in using online learning as a learning tool. This research is important to do as a source of knowledge about what students experience during the teaching and learning process in situations like now, namely the COVID-19 pandemic, both from student attitudes and difficulties found in the online learning process and the results of research. This can later be a reference source for future researchers who may be conducting research in the same context.

Furthermore, based on the preliminary assumptions above, the researcher is interested in conducting research on Pre-Service Teachers' Attitudes Towards Online Learning During the COVID-19 Pandemic, the researcher was interested in doing this research because the researcher wants to see the attitudes of students during the learning process of students using online learning when the COVID-19 pandemic. Then, this research was conducted on English students and lecturers who are carrying out an online learning process during the COVID-19 pandemic.

REVIEW OF LITERATURE

Attitude

Attitude is a psychological term that deals with perception and behavior. Attitude is a way of reacting to a stimulant. According to Sarwono, (2000), attitude can be defined as a person's readiness to act in certain ways on certain things. This attitude can be positive, and it can also be negative. In a positive attitude, the tendency for action is to approach an expectation certain object. From the meaning put forward by Sarwono, attitude involves knowledge of something, including the situation. The situation here can be described as an object that affect feelings or emotions and then allow a reaction or response or a tendency to act.

Azwar and Saifuddin (2013) stated that attitudes have a cognitive component (cognitive), an affective component (affective), and a conative component (conative). The cognitive component is a representation of what individuals believe in attitudes, the affective component is a feeling involving emotional aspects, and the conative component is an aspect of certain behavioral tendencies in accordance with one's attitudes.

- a. Cognitive component, contains a person's belief about what applies or what is true for the object of attitude.
- b. Affective component, concerning a person's subjective emotional problems towards an object of attitude
- c. The behavioral component or the conative component in the attitude structure shows how the behavior or tendency to behave in a person is related to the object of the attitude he is facing.

Online Learning

Online learning is education that takes place over the internet. It is often referred to as "E-learning". In simple language, online learning is defined as "learning that is enabled electronically". E-learning is an educational system or concept that utilizes information technology in the teaching and learning process. Learning that is structured with the aim of using an electronic or computer system so that it is

able to support the learning process (Allen & Michael, 2013). The distance learning process combines the principles of the learning process with technology (Chandrawati, 2010).

The difference between traditional learning processes and using E-Learning in effectiveness, the transformation from traditional models to E-Learning, requires serious attention in the process of planning, monitoring and controlling the application of E-Learning (Cantoni, Cellario, & Porta, 2004). Therefore, managerial factors are one of the important factors in the development and application of E-Learning. From the explanation above, online learning is education that takes over the internet without having face to face between teacher and students in the classroom. During the Covid-19 pandemic, of course, many things were felt by the people in Indonesia, both the advantages and disadvantages that were obtained during this pandemic.

COVID-19 Pandemic

Corona virus-19 pandemic (COVID-19 pandemic) was first detected in the last year of 2019 in Wuhan city, republic of China. This pandemic comes from a new type of Corona virus infection that can be transmitted from one person to the other person. Furthermore, Corona Virus- 19 pandemic can cause some symptoms such as dry cough, fever, body aches, sore throat, diarrhea, headache, to respiratory failure.

According to (Hasanah, Lestari, Rahman, & Daniel, 2020) The epidemic of the Coronavirus Novel 2019 (2019-nCoV), which continues to expand, causing the worldwide COVID-19 Pandemic to cause the first global health crisis in the millennium era after the Spanish Flu Pandemic in 1918. COVID-19 pandemic has a massive impact on global human life. For some people (adults, elderly and children) this virus has a high risk of causing severe symptoms until death.

Learning Process

Learning is a process of teaching and learning activities which also plays a role in determining student learning success. From the learning process there is a reciprocal activity between the teacher and students towards a better goal. The learning process is a process in which there are interaction activities between teacher-students and reciprocal communication that take place in educational situations to achieve learning goals (Rustaman, 2001). In the learning process, teachers and students are two components that cannot be separated. Between the two components, mutually supportive interactions must be established so that student learning outcomes can be achieved optimally.

Utilization of various distance learning media that are processed according to the abilities and desires of the teacher. The teacher's demands are not only academically but also the ability to communicate which must be done in distance learning As in the Google Classroom, Moodle and WhatsApp group learning media, teachers send learning materials, learning video links, assignments as well as communication media to carry out the guidance and mentoring process to students. It is possible that there will be several factors of difficulty for students in carrying out the online learning process, many things can hinder and interfere with learning progress and even failure often occurs. The factors that cause student learning difficulties are basically classified into two factors, namely internal factors

and external factors (Aunurrahman, 2011). Internal factors are factors that come from within students, including student characteristics, attitudes towards learning, ability to explore learning outcomes, sense of belonging, self-confidence, as well as study habits, while external factors are those that come from outside the students including factors of teachers, social environment, and infrastructure.

METHOD

Research Design

In this study, researcher used a qualitative method and also the design this research employed descriptive design. According to Sugiyono (2012) Descriptive research method is a research method that describes the characteristics of the population or phenomenon being studied, so that this research method focuses mainly on explaining the object of research so as to answer what events or phenomena occur.

Participant

This research, researcher used a purposive sampling technique. Regarding this Arikunto (2019) explains that purposive sampling is done by taking subjects not based on strata, random or region but based on the existence of certain objectives. Similarly, according to Sugiyono (2012) purposive sampling is a technique determination of the sample with certain considerations. The data in this study have been taken from students second semester of English education department class B, university of West Sulawesi.

Technique of Data Collection

For the data collection, the researcher used observation, questionnaire, and interview. For the observation and questionnaire, the researcher observed and found the pre-service teachers' attitudes towards online learning during the COVID-19 pandemic through observation sheet and questionnaire. Interview was used to get the data that support the result of the observation and questionnaire. Therefore, it used to clarify and emphasize the result of the observation and questionnaire. In interview, the researcher used semi-structured interviews with the specific questions to be asked and it is developed based on the researcher's need.

Instruments of Data Collection

According to Sugiyono (2012) in qualitative research, the research instrument is the researcher himself. Qualitative researcher, as human instruments, it functions to determine the focus of the research, select informants as data sources, collect data, assess data quality, analyze data, interpret data, and make conclusion and findings. In this research, the researcher used observation sheet, questionnaire and interview guideline as instrument of the researcher.

Technique of Data Analysis

After collecting the data, the researcher analyzed the data. To analyze the data, the researcher used a qualitative descriptive method to analyze the data. According to Sugiyono (2012), there are three activities to analyze data in descriptive qualitative research. These activities are data reduction, data

presentation, and drawing conclusions / verification.

FINDINGS AND DISCUSSION

Findings

Pre-service teachers' attitudes towards online learning during the COVID-19 pandemic

Observation

1. The First Observation

It was carried out on August 26, 2021, at 14.30 WITA, the lecture process took place through the zoom application. The zoom link is shared directly by the researcher to the lecturer, then the lecturer distributes it to students to be able to join the zoom meeting. After students join the Zoom meeting, the lecturer starts the lecture process by saying "good morning", and asking how the students' condition is, before entering the lecture process, the lecturer first invites the researcher to introduce himself to the students and convey the purpose of holding the observation in the class. There was a total of 27 students in the class, but only 20 people attended the class while the other 7 people were unable to join the zoom meeting due to the inadequate network in their area and some asked for permission because they could not attend the meeting at that time. When the lecturer feels that the students ready, the lecturer starts the lecture process, first the lecturer takes the attendance of the student, then the student is asked to answer "present", if the lecturer mentions the name of the student, because Mrs. A is not the first time teaching in this class, she also gives students the opportunity to provide suggestions and criticisms, regarding how she taught in listening courses, as well as any complaints experienced by students during the online learning process during the pandemic, this is of course used as evaluation material for lecturer for this semester, then students also submit complaints experienced during the online learning process is applied and lecturer respond well and provide solutions to student complaints. At this meeting the lecturer has not provided material to students because they want to know in advance what are the suggestions, criticisms and complaints of students. After listening to the complaints from the students and the lecturer have provided solutions, the lecturer closed the first meeting that day by saying it "was nice to meet again, see you at the next meeting". In the first observation, students' affective attitudes were seen with students showing likes or dislikes during the online learning process by expressing their feelings to the lecturer during online learning during the pandemic by explaining what problems they experienced.

2. The Second Observation

It was carried out on September 2, 2021, according to the lecture schedule starting at 14.00 WITA, lectures were carried out through a WhatsApp Group, the lecturer started the lecture by saying good afternoon to students, then students responded to greetings from the lecturer, after receiving a response from students the lecturer planned lectures on that day it was done through the Zoom application to discuss the material on that day, before entering the Zoom meeting the lecturer first distributed audio as learning material to students in the chat group, after that the lecturer asked the students to first listen

to the audio that had been shared. Furthermore, the lecturer distributed a Zoom link to students to be able to join the Zoom meeting, but the lecture only lasted a few minutes because the network in the lecturer area and most of the students were not effective in continuing the lecture process through the zoom application due to bad weather that day resulting in an inadequate network. To overcome this problem, the lecturer distributes assignments to students to work on, then students' answers are sent via the Google Classroom application, and if there is material that is not understood by students, the lecturer invites students to ask questions in group chats. Then the lecture process was closed by the lecturer by saying "good afternoon to the students". In the second observation, the students' conative attitudes were seen by the students showing the students' actions in wanting to do the assignments given by the lecturer.

3. The Third Observation

Observations were carried out on September 9, 2021, in this lecture the lecturer only sent assignments to students through class groups in the Google Classroom application, the lecturer sent material about "nice to meet you" in the form of audio and images. And the lecturer conveys this through the class group on the WhatsApp application, for students to check the Google Classroom group to see the assignments that have been given, and if there are questions for the assignment, students can ask through the "class comment" feature. Before the lecture is over, the lecturer reminds the students that the assignment given will be discussed next week, for those students were advised to do the assignment as well as possible. In the third observation, the students' conative attitudes were seen by the students showing the students' actions in wanting to do the assignments given by the lecturer.

4. The Forth Observation

Observations were carried out on September 23, 2021, where lectures began according to the schedule at 14.00 WITA, the lecturer then started the class by saying "good afternoon", after that the lecturer checked student attendance by mentioning the name of each student, according to the delivery by the lecturer at the Sunday meeting. then the assignments sent through the group in Google Classroom will be discussed at this meeting, for that the lecturer then prepares an assessment book to check student answers from the assignments that have been given. The lecturer then displays the tasks that have been shared through the "share screen" feature, then the lecturer asks students to listen to the audio carefully and carefully to be able to answer questions on the task in the form of an image. Lecturers provide opportunities for students who want to answer questions by mentioning their names and then are invited to submit answers from these students. After discussing and answering last week's assignments, the lecturer asked students for each material that had been given to be recorded by students in their notebooks, to be used as learning materials and student exercises at home and always reminded students to always train students' listening in English. Finally, the lecturer asks students to send true and false scores from student answers through class groups on the WhatsApp.

5. Application

Then closing the meeting closed saying "have a nice day student". In the fourth observation, students' cognitive attitudes can be seen with students where the lecturer explains the tasks that have

been given so that students who don't know the answer to the given task will know after listening to the explanation from the lecturer.

Questionnaire

1. Cognitive Component

From the results of the questionnaire, researcher can conclude that students in general do not support the use of online learning during the COVID-19 pandemic on the grounds that students feel less effective with the online learning process, understanding of the material provided is poorly understood, students' lack of interest in using online learning.

2. Affective Component

Based on the results of the questionnaire, students think that the use of online learning is less effective for them because of several things, namely 1. the online learning process is less effective so that many students do not understand the material provided by the lecturer. There is no student interest in using online learning During the pandemic, 3 students were dissatisfied with online learning, which made students less enthusiastic in the learning process.

3. Conative Component

From the results of the questionnaire, as for the benefits and experiences gained by students, namely 1) student feels safe and comfortable learning from home and with the online learning process can reduce and eradicate the spread of the COVID-19 virus, 2) students can find out various online learning media that they had not previously known to use it, 3) students get more knowledge about operating computer and information technology. 4) The learning process can be done anywhere and anytime.

What are the pre-service teachers' difficulties towards online learning during the covid-19 pandemic?

Interview

1. Internal Factors

Students felt they did not understand the material presented by the lecturers and students felt that there was not enough improvement in students' scores in learning using online learning media.

2. External Factors

Students' obstacles identified were the internet network that is inadequate in accessing online learning media.

Discussion

Pre-Service Teachers' Attitudes Toward Online Learning

Cognitive Component

Based on the findings above, students showed an attitude where they often opened their camera lids during the online learning process, were not too focused on listening to the explanation of the material from the lecturer so that students did not understand the material given, sometimes students also carried out various activities during the learning process, This is due to a lack of motivation in

students so that students are not so enthusiastic during the online learning process during the pandemic, this is supported by the theory Mc Donald & Oemar Hamalik (2013) motivation is an energy change that occurs in individuals marked by the emergence of feelings and reactions or actions to achieve certain goals.

Affective Component

The findings of this study indicate that in the affective component, students usually look bored, this is due to a lack of motivation for students and a lack of student interaction with other students and lecturers, this can be seen from the responses of students who are not too enthusiastic in participating in the online learning process, This is in line with the theory Hakim (2010) that student learning saturation is a mental condition of a person when experiencing extreme boredom and tiredness, resulting in a feeling of reluctance, lethargy, lack of enthusiasm for learning activities.

Conative Component

The findings of this study indicate a conative attitude, students show this by frequently asking permission from the lecturer because they cannot follow the lecture process this is due to the inadequate network in some student places, this is in line with the theory Gifary & Kurnia (2015) the complexity of students with an online system in the form of an internet network, the same thing was also stated by Mastuti (2016) one of the factors that made students lose their concentration in learning when facing signals or networks that were not optimal.

Pre-Service Teachers' Difficulties Towards Online Learning

After the researcher saw from the results of observations, questionnaires and interviews, there were several things that were a factor in student difficulties during the online learning process during the pandemic, this of course had an effect on the student learning process. Constraints faced by students during the online learning process are the internal factors of students not being able to understand the learning provided by student lecturers, and the lack of interaction between students and lecturers during the online learning process, this is in line with Mulyadi (2010) learning difficulties can be interpreted as a condition in the learning process marked by certain obstacles to achieving learning outcomes. While for external factors, namely inadequate internet network connections in some student areas, this is supported by the theory from Sanjaya (2020) that all parties who undergo the online teaching and learning process experience difficulties in terms of networking, be it teachers, lecturers, students, students. Lack of student learning facilities such as internet quota, books and laptops, as well as limited storage on student cell phones to store learning files provided by lecturers.

Furthermore, the findings of this study indicate that many things become obstacles for students during the online learning process, it is possible that this is the reason some students cannot participate and be active in carrying out the online learning process during the pandemic.

CONCLUSION

The process of implementing online learning faced by second semester English education students at the University of West Sulawesi has gone well like learning when learning offline. It was found that there were several patterns of student attitudes, namely the cognitive component. Students showed an attitude where they often opened the lid of their camera during the online learning process, did not focus on listening to the explanation of the material from the lecturer, this showed that a student was more enthusiastic about the face-to-face learning process, with the reason for face-to-face learning allows learning to be more effective and students more easily understand the material provided by the lecturer. In the affective component, students usually look bored, this can be seen from the response of students who are not too enthusiastic in participating in the online learning process. Thus, it can be concluded that students' attitudes towards online learning reduce students' desire to participate in online learning, students feel that using online learning media students do not understand the material given by the lecturer and feel less enthusiastic. Furthermore, the conative component of students shows this by frequently asking permission from the lecturer because they cannot join the lecture process this is due to the inadequate network in several places for students.

During the online learning process during this pandemic, the obstacles faced by students during the learning process were two factors that made it difficult for students in the online learning process, namely internal factors and external factors. The first is internal factors where students cannot understand the learning provided by lecturers, and the lack of interaction between students and lecturers during the online learning process, the second is for external factors, namely inadequate internet connections in some student areas, lack of student learning facilities such as quotas. Internet, books and laptops, as well as limited storage on student cellphones to store learning files are provided by lecturers.

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