Environmental factors affecting learners' autonomy in the covid-19 pandemic

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ABSTRACT

Recently, Covid-19 has threatened the education sector and forced learners to adjust an online learning. According to that, learners need to study in their own space and make them more independent and autonomous. However, learners tend to experience difficulties caused by their surrounding environments that sometimes does not support online learning. Surrounding environments include human activities e.g., noise in the surrounding; financial capabilities of parents for internet data plans; or other issues beyond the student's intellectual abilities. Therefore, this research aimed to explore the existed environmental factors that affected the learning environment and define the factors which affected learners' volition. This study was applied a qualitative method and presenting the collected results descriptively. The researcher worked with one English teacher who has been voluntarily participating in this study and 36 students at the 11th grade. This study used semi-structured interview and questionnaire as the research instruments. Firstly, the researcher sent the questionnaires using Google Form for 36 students at the 11th grade of the government-owned senior high schools in Surabaya. Secondly, the researcher interviewed an English teacher to find out the class' conditions. This study has revealed that teacher still holds huge responsibilities to guide students along the online learning process. Besides, there were still a lacks IT skills of students which make the teacher not only a facilitator but also a helper or counsellor. This dominant role of the teacher eventually made students less autonomous.
Keywords: online class; learner autonomy; Covid-19 pandemic; learner environment

INTRODUCTION

Recently, the education systems in almost all countries worldwide face a massive challenge due to the global Covid-19 pandemic. The Indonesian government has been taking steps to prevent the spread of the virus. The Ministry of Education and Culture of the Republic Indonesia issued a regulation act number 2 of 2020 dated 2nd March 2020 on handling of Covid-19 in The Ministry of Education and Culture and a circular number 3 of 2020 dated 10th March 2020 on prevention of the virus outbreak in every education unit in Indonesia. According to the circular, the educational institutions under The Ministry of Education and Culture are required to follow the policy to prevent the spread of Covid-19. The urgency of the unstable situations followed by many transitions from the basic classroom setting to an online setting was conducted from the very beginning of the Covid-19 pandemic. According to the condition, some school policies are adjusted without prior planning and have some possibilities to rush the training session for the teaching staff. Besides, the learning environments are changing during the transition phase. The changes are based on some criteria: 1) The teaching and learning process which previously appeared as traditional face to face or classical setting have been converted to online; 2) Learners are now using Smartphone or computer connected to the internet to join classes; 3) The learning environments are based on the online class condition where teacher manage the class, learners' surroundings where learners live, and learner's psychological aspect e.g motivation (Kiatkheeree, 2018).

Specifically, learners are brought to a new environment were generally increased by using computers in the whole education process. This research used the term online class or online learning due to the class situation during the pandemic. Learning activities that were previously done by face-to-face method in the classroom switched to the online learning system. During the outbreak, the school eliminates the activities in school and continues it via online learning by utilizing virtual classes

in ZOOM, Microsoft Teams or other forms. Therefore, both teachers and students are expected to remain at home and still carry out their responsibilities. For teachers, it is to keep providing education through online classes to their students. They need to be creative and innovative to provide proper education and teaching. For students, it is the only way for them to keep in touch with their teacher over the internet.

The online learning applied in Indonesian high schools is using the concept of distance learning which refers to any instruction where teachers and their students are separated in different physical spaces. Thus, online learning is part of distance learning. Besides, online learning also refers to something that students try to find out over the internet for their interest (Maydiantoro et al., 2020). With the changing models from face-to-face learning to online learning, some difficulties and various experiences appear during online learning in the pandemic, many students have to familiarize themselves with its methods where learning materials are not only from printed books, but also from audio, recording, and video files. As a result, the students found it difficult to understand the provided material. Unfortunately, learners' dependence on teachers in the conventional classroom can still be found. It is quite often that learners are made to learn, which turns them into passive receivers rather than productive ones (Hermagustiana & Anggriyani, 2020). They tend to follow what the teachers' instructions tell them about.

As a positive classroom environment is crucially needed and affects learners' learning process, Kiatkheeree (2018) divides the learning environment into three, namely: academic, physical, and psychological environment. Therefore, studies show that the physical environment becomes an important factor in building a good environment for learning (Kiatkheeree, 2018). Kiatheeree (2018) indicates that the physical environment affects learners' achievement. All people involved in the educational system should be studied to gain insights into related learning environments. According to the previous explanations, the urgency of online learning causes learners to study in their own space. Sometimes, they prefer to learn individually rather than in groups since the pandemic forces them to keep their distance from people and prevent them from interacting directly with their peers. Thus, the specific term discussed is the physical environmental condition of the learner. Physical environmental conditions that exist when students attend classes during this pandemic include several factors, such as human activities around students; noise in the environment; financial capabilities of parents for internet data plans; or other issues beyond the student's intellectual abilities (Kiatkheeree, 2018; Nugroho, Zamzami, & Ukhrowiyah, 2020).

Allo (2020) in his exploration for the EFL learners' case study of online learning during the Covid-19 pandemic asserted that the availability of internet network and financial cost due to its package are considered as the main problem. In his study, he claims that internet access is difficult due to the geographical state of learners' residence. There are also some varieties of their financial abilities, which hamper them to buy the data package. Also, Allo (2020) shows that learners tend to have an individual task. The reason why it is so because the limitation of direct communication and learners are more focused to pour their ideas into their task. When some learners are preferred to being individual, they still wish to do group tasks to cover the availability of internet networks and personal financial capabilities. On the other hand, the study highlights a small number of physical environments factors that still can be found where learners are following online classes at their place.

Besides, Maydiantoro et al. (2020) explored 14 issues related to online remote learning in the pandemic are being explored during the online remote learning in Covid-19 pandemic. Starting from learners' concern about the news of Covid-19, learners are found aware of how to behave and practice during the pandemic. Then the rest findings show how online classes are accessed, how learners rely on internet providers, topic delivery, applications used, feedback, and interaction during the class. Although the study covers rich findings in online learning, Maydiantoro et al. (2020) found that poor internet connection causes learners' anxieties to their final result. Therefore, three main problems appearing in online learning during the pandemic: 1) internet connection; 2) financial capabilities; 3) online interactions among learners and teachers. Those three findings are based on the two studies which focus on learners' experiences with online learning. Lastly, the researcher formulated the

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research questions as follows: (1) how do environmental factors affect learners' autonomy during online classes at the Covid-19 pandemic? (2) how do environmental factors affect learners' volition in online classes at the Covid-19 pandemic?

METHODS

The research applied a basic qualitative method since the researcher asked an English teacher who is voluntarily participating in this study to gain information about learners' experiences in online class during the pandemic. Therefore, the researcher's central aim is to find out what factors existed on students' experiences while learning autonomously during the Covid-19 pandemic, particularly in their physical environment. Also, to define which factors did affect learners' volition in online classes. This study has conducted in SMAN 15 Surabaya. There are two subjects for this study, they are: 1) an English teacher who voluntarily participating in this study, 2) 36 students from XI-8 class in the academic year 2020/2021.

To investigate what factors existed on EFL's experience while learning autonomously during the Covid-19 pandemic, the researcher obtained data by interviewing an English teacher who is voluntarily participating in this study. Besides, the researcher distributed an online close-ended questionnaire using a free cloud-based survey and questionnaire tool, Google Forms, for 36 students from XI-8 class. Besides, the researcher interviewed an English teacher who voluntarily participating in this study outside school hours. The questionnaires were designed according to 2 research questions and sought how environmental factors affecting learners' activity and volition during online classes at the Covid-19 pandemic specifically on 36 students of XI-8 of SMAN 15 Surabaya.

There are 20 items consisted in the questionnaires. The first research question was designed to use 16 items from questionnaires created for this study. While the rest, aimed at answering the second research question. The researcher sent the questionnaire's link to one of the teachers at SMAN 15 Surabaya on March 31, 2021, by WhatsApp Messenger. On April 1, 2021, the questionnaire link was approved and directly sent to all students from XI-8. Based on the latest data obtained (April 2, 2021), only 1 student did not fill out the questionnaire due to a reason. Therefore, there have been a total of 35 responses from the class.

This research focuses on the stages stated by Donald Ary (2013). According to him, there are two steps in analyzing qualitative data. Those are (1) familiarizing and organizing, (2) interpreting and representing. The first stage is familiarizing and organizing. At this step, the researcher directly interviewed the cooperating EFL teacher to gain more data about the participants' behaviours during online classes. Also, collected data from questionnaires involved in this step. By completing this stage, the researcher knows more about the data. After that, the researcher organized the data by categorizing them into several columns according to 4 topics. Interpreting and representing were the last phase. At this time, the researcher described the collected results through narration.

RESULTS AND DISCUSSION

To analyze the environmental factors, the questions from the questionnaire are classified based on 4 factors (see appendix A). Namely: surroundings conditions e.g. house, bedroom; student who tend to learn individually; student who tend to learn by being accompanied; and learners' volition during an online class (Kiatkheeree, 2018; Nugroho et al., 2020).

Surroundings Conditions

The 1st result has been focusing on the surrounding conditions factor where students joined the online class. It refers to their house and bedroom. It is shown that students were not bothered by the surrounding conditions since their parents cared and knew the surrounding conditions where students were attending an online class. There were 31 out of 35 respondents who were choosing selalu (see appendix B) in answering a question about the parent's awareness when online class began.

Student Who Tends to Learn Individually

The 2nd factor that discussed is students who tend to study individually during an online class. They seemed to be more capable and know how to behave during class (Maydiantoro et al., 2020). According to that, the result revealed significant results from no. 8 that has discussed the presence of someone during the class which has the same meaning of autonomy itself (students' ability to be more independent, productive, has the ability of self-learning and less likely to rely on teachers). In addition, 20 responses have chosen *tidak pernah* (never) as their answer based on the question. The rest of the findings from no. 10-12 showed the relevant result to Maydiantoro et al. (2020) which showed good performances on students' confidence and rarely late for assignments.

Student Who Tends to Learn by Being Accopanied

The 3rd factor that has been discussed is about students who prefer to be accompanied by friends or family members while in class. The results obtained from no. 8 (total 6 responses choose *selalu* and *terkadang*), and 16 respondents out of total 23 respondents admitted that they used to do their task together (see appendix B). These findings were in line with Kiatkheeree's finding (2018) that the roles of parents in conditioning the surrounding environment are important so that online classes can be done properly. Besides, all people e.g., parents who are involved in the educational system should be studied to gain insights into related learning environments.

However, there were still 25 and 18 respondents (students from both individual and group) who admitted that they were still worried about the score of their assignments (see appendix B). The condition happened due to student's lacks of IT skills and caused them to find difficulties during the lesson e.g entered the wrong class or they were late to finish the assignment. The amount from respondents of concerns about the score obtained from students who tend to study individually or in a group remains a reflection for teachers and other parties in the implementation of this online class. In addition, the interview with an English teacher also showed the lack of IT skills of students which led to the inhibition of online classes. For instances: how to upload assignments and access classes.

T: … *Nah, di sini ada beberapa anak yang, ee, be-belum bisa menguasai secara penuh, akhirnya mereka tidak bisa. Bagaimana cara masuknya, bagaimana cara upload tugasnya dan sebagainya. Akhirnya, ee, terjadi kendala, hingga, ee hanya beberapa anak ada yang salah kelas, ya salah masuk kelas, …*

T: … *mereka belum terbiasa ya dengan tugas-tugas daring. Jadinya kada-kadang mereka itu untuk tugas-tugas itu sering terlambat. Disini kan berbeda dengan kelas yang offline, apa Ibu guru bisa bertemu langsung. …* (see appendix C).

These have happened because of the change from face-to-face models to online, causing anxiety in students. Hermagustiana & Anggriyani (2020) stated that the tendency of students to depend on teachers in conventional classrooms keeps them in the passive receivers' stage rather than productive ones. Although the urgency of online learning causes learners to study in their own space, habituation and extra mentoring by teachers and parents are still crucially needed.

T: … *Ada pihak guru TIK itu memberikan semacam tutorial yang dishare di grup angkatan, nah di sini tinggal bagaimana anak-anak itu untuk mempraktekkannya. …* (see appendix C).

Learners' Volition during Online Class

Lastly, the factor discussed is related to the 2nd research question. There are 4 items (no. 17-20) from the questionnaire that become a reference in investigating learners' volition in learning English during the pandemic (see appendix B). When students are asked about their initiative to start asking or commenting to the teacher, it has been obtained 16 respondents answered jarang (rarely happened) plus 6 respondents answered tidak pernah (never). These findings were similar from the teacher's perspective during the early months of online class:

T: … *Bisa dibilang canggung, gampangnya begitu. Siswa malu, mau ngomong aja misalnya, malu, ee, ndak pede gitu. …*

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T: … *Iya, malu ndak ada inisiatif gitu misalkan ya, misal, em… misalnya mau tanya soal nomor 3, kan ndak paham, gitu mereka ya diem aja …* (see appendix C).

In the next findings, students claimed that they were not disturbed when classroom conditions were crowded due to students' responses to each other, asked or answered teacher's questions. 21 respondents found their confidence while in a class by answering *tidak pernah* (never) to question no. 18 (see appendix B). Besides the first topic discusses the role of parents and people around where students are located in conditioning and caring about situations and conditions. In addition, a good classroom atmosphere can build a positive learning environment (Kiatkheeree, 2018). Therefore, the finding also comes in line according to the interview transcript with an English teacher at SMAN 15 Surabaya.

T: … *Alhamdulillah, dengan kerjasama ya, wali kelas, ee guru bidang studi, wali murid, dan siswa, kita saling koordinasi. Akhirnya mereka sudah terbiasa dengan kelas daring, begitu ya. Jadi, untuk nilai sudah mulai ada peningkatan dan tentang kedisiplinan juga* (see appendix C).

A positive learning environment (an active classroom atmosphere and passionate classmates) can also increase students' enthusiasm during class. This finding also belongs to the physical environment which becomes an important factor in building a good environment for learning (Kiatkheeree, 2018). According to that, the result from no. 19 revealed that students were more enthusiastic when their classmates were crowded due to their classmate's response to each other, asked or answered teacher's questions (total of 16 respondents answered *selalu* according to the question). After taking the entire online class, the students were still worried about their score. Although the teacher has provided supports to them e.g., coordinating with counselling teachers at school and training with IT teachers, there were ¾ of the total 35 respondents answered *selalu* (always) to question no. 20 (see appendix B).

CONCLUSION

From the overall data shown, the researchers found two obstacles when the online class series was conducted. The first is the lack of expertise of learners in operating the application, in this case referring to Microsoft Teams. Learners tend to have difficulty collecting assignments and accessing existing classes. This has an impact on students' increased anxiety about the value of their assignments and the students' dependence on teachers which makes them less productive. Therefore, extra assistance is required by teachers and parents. Based on the results of interviews with an English teacher, mentoring activities that can be done during online learning include: the teacher makes video tutorials in operating applications that have been distributed and coordination that is routinely carried out by teachers in the field of study, parents and students. According to that, students show high enthusiasm to improve their achievements by creating a good learning atmosphere, for example, students who are not very able to learn would like to study with students who are more skilful at a lesson. The next point is that the tendency of students to be more active seen when their classmates are enthusiastic to answer or ask questions during the class. Based on the results of an interview with an English teacher, this has happened because students often feel nervous and embarrassed when interacting in class. The teacher concludes that they were not familiar with online classes yet. But over time being, students have shown their adaptation to the online classes that have conducted. Lastly, although these findings are slightly away from the planned target, autonomous learners, when someone is conditioned to study individually, however, this proves that good learning environments have a good impact on students because of the increased enthusiasm, supportive situation, and provide comfort for the students. It is expected that proper mentoring, supportive learning environments and intensive monitoring routines on students' difficulties will have a better impact on education.

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Appendix A
TABLE 1. List of Questionnaire's Questions

No.	Factors		Questions
1.	Surroundings' conditions e.g. house, bedroom.		1. Apakah kamu seringkali telat hadir saat kelas dimulai? 2. Apakah kamu diingatkan bahwa ada jadwal kelas setiap harinya? 3. Ketika kamu tengah mengikuti kelas, apakah orang tuamu mengetahuinya? 4. Apakah kondisi rumahmu sering gaduh? 5. Apakah orang di rumahmu tahu jika sedang ada kegaduhan/keramaian yang terjadi? 6. Apakah mereka peduli tentang hal tersebut? 7. Apakah kamu kerap merasa terganggu dengan kondisi sekitarmu?
2.	Tend to learn individually	1st RQ	8. Ketika sedang mengikuti kelas daring, apakah ada orang di rumahmu yang mendampingi/menemani/berada di dekatmu? 10. Jika jarang/tidak ada orang di rumahmu yang mendampingi/menemani/berada di dekatmu, apakah hal tersebut justru membuatmu merasa percaya diri saat kelas daring? 11. Selama mengikuti kelas daring, apakah kamu lebih sering mengerjakan tugas sekolah secara individu? 12. Apakah kamu pernah telat mengumpulkan tugas sekolah? 13. Apakah kamu khawatir tentang nilai dari tugas tersebut?
3.	Tend to learn by being accompanied by someone or a friend		8. Ketika sedang mengikuti kelas daring, apakah ada orang di rumahmu yang mendampingi/menemani/berada di dekatmu? 9. Jika ada orang di rumahmu yang mendampingi/menemani/berada di dekatmu, apakah kamu merasa percaya diri ketika kelas daring? 14. Selama mengikuti kelas daring, apakah kamu lebih sering mengerjakan tugas sekolah berkelompok/bersama teman? 15. Apakah kamu sering telat mengumpulkan tugas sekolah? 16. Apakah kamu khawatir tentang nilai dari tugas tersebut?
4.	Learners' volition during online classes	2nd RQ	17. Apakah kamu kerap berinisiatif untuk mengawali bertanya ke guru saat kelas berlangsung? 18. Ketika kelas berlangsung dan teman sekelasmu ramai bertanya atau menjawab, apakah hal tersebut mengganggumu? 19. Ketika teman sekelasmu ramai bertanya atau menjawab, apakah kamu justru tergugah dan antusias mengikuti kelas? 20. Setelah mengikuti kelas daring selama satu semester terakhir, apakah kamu khawatir tentang nilai akhir di rapor nanti?

Appendix B
TABLE 2. The 1st Topic of the Question

No.	Questions	Anwers			
		Selalu	Terkadang	Jarang	Tidak pernah
3.	Ketika kamu tengah mengikuti kelas, apakah orang tuamu mengetahuinya? (35 respondent)	**31 responses**	2 responses	2 responses	N/A
6.	Apakah mereka peduli tentang hal tersebut? (35 respondent)	**21 responses**	7 responses	1 response	6 responses
7.	Apakah kamu kerap merasa terganggu dengan kondisi sekitarmu? (35 respondent)	2 responses	11 responses	10 responses	**12 responses**

TABLE 3. The 2nd Topic of the Questions

No.	Questions	Anwers			
		Selalu	Terkadang	Jarang	Tidak pernah
8.	Ketika sedang mengikuti kelas daring, apakah ada orang di rumahmu yang mendampingi/menemani/berada di dekatmu? (35 respondent)	2 responses	4 responses	9 responses	**20 responses**
10.	Jika jarang/tidak ada orang di rumahmu yang mendampingi/menemani/berada di dekatmu, apakah hal tersebut justru membuatmu merasa percaya diri saat kelas daring? (31 respondent)	**14 responses**	12 responses	2 responses	3 responses
11.	Selama mengikuti kelas daring, apakah kamu lebih sering mengerjakan tugas sekolah secara individu? (35 respondent)	11 responses	**21 responses**	3 responses	N/A
12.	Apakah kamu pernah telat mengumpulkan tugas sekolah? (34 respondent)	1 response	13 responses	**14 responses**	**6 responses**
13.	Apakah kamu khawatir tentang nilai dari tugas tersebut? (34 respondent)	**25 responses**	8 responses	1 response	N/A

TABLE 4. The 3rd Topic of the Questions

No.	Questions	Anwers			
		Selalu	Terkadang	Jarang	Tidak pernah
8.	Ketika sedang mengikuti kelas daring, apakah ada orang di rumahmu yang mendampingi/menemani/berada di dekatmu? (35 respodent)	**2 responses**	**4 responses**	9 responses	20 responses
9.	Jika ada orang di rumahmu yang mendampingi/menemani/berada di dekatmu, apakah kamu merasa percaya diri ketika kelas daring? (19 respondent)	2 responses	**8 responses**	4 responses	5 responses
14.	Selama mengikuti kelas daring, apakah kamu lebih sering mengerjakan tugas sekolah berkelompok/bersama teman? (23 respondent)	1 response	**15 responses**	6 responses	1 response

| 15. | Apakah kamu sering telat mengumpulkan tugas sekolah? (21 respondent) | 1 response | 8 responses | **7 responses** | **5 responses** |
| 16. | Apakah kamu khawatir tentang nilai dari tugas tersebut? (21 respondent) | **18 responses** | 3 responses | N/A | N/A |

TABLE 5. The 4th Topic of the Questions

No.	Questions	Anwers			
		Selalu	**Terkadang**	**Jarang**	**Tidak pernah**
17.	Apakah kamu kerap berinisiatif untuk mengawali bertanya ke guru saat kelas berlangsung? (35 respondent)	N/A	13 responses	**16 responses**	6 responses
18.	Ketika kelas berlangsung dan teman sekelasmu ramai bertanya atau menjawab, apakah hal tersebut mengganggumu? (35 respondent)	N/A	6 responses	8 responses	**21 responses**
19.	Ketika teman sekelasmu ramai bertanya atau menjawab, apakah kamu justru tergugah dan antusias mengikuti kelas? (35 respondent)	**16 responses**	15 responses	3 responses	1 response
20.	Setelah mengikuti kelas daring selama satu semester terakhir, apakah kamu khawatir tentang nilai akhir di rapor nanti? (35 respondent)	**26 responses**	8 responses	1 response	N/A

Appendix C
Interview Transcipt
Question 1
A : baik Bu, ee, pertanyaan pertama. Di kelas XI-8 ini, bagaimana suasana kelasnya Bu? Misal keaktifan siswa, ee, semangat/tidaknya selama pelajaran, interaksi dengan rekan sebaya/dengan guru saat di awal minggu/bulan diterapkannya kelas daring..
B : suasana kelas ya. Sebenarnya anak-anak itu bisa dibilang, apa ya, masih kaget. Banyak kendala seperti internetnya lemot lah, repot lah, atau mungkin ortunya sedang bekerja jadi si anak ini mau ikut kelas itu terkendala. Nah kalau bahas soal interaksi dan lain-lain. Bisa dibilang canggung, gampangnya begitu. Siswa malu, mau ngomong aja misalnya, malu, ee, ndak pede gitu.
A : hmm, ya..
B : Mau tanya pas kelas ya sama, kaya, ee, malu. Iya, malu ndak ada inisiatif gitu misalkan ya, misal, em.. misalnya mau tanya soal nomor 3, kan ndak paham, gitu mereka ya diem aja. Jadi, ya kita sebagai guru, cukup bingung. Tapi begitu, katakanlah 6 orang gantian jawab ya, wah, mereka rebutan langsung. Jadi ya itu, ee, berebutan mau jawab gitu. Seperti itu.
A : ooh gitu ya Bu, baiklah. Cukup, apa ya, membingungkan nggih Bu? Kalo misalkan diem ya kuat-kuatan diem gitu Bu?
B : nah iya, bener itu, mereka lebih memilih diem aja daripada nyoba tanya. Ya memang, memang ada beberapa dari mereka mau mencoba, nyoba tanya, ya nyoba ngrespon.
A : baik Bu. Saya rasa situasinya emang agak membingungkan.. ada kendala gitu Bu.
B : kadang kadang ada kendala, seperti itu.

Question 2
A : oh iya, baik Bu. Hmm, yang selanjutnya ke pertanyaan kedua Bu ya. Kendala umum kalau berdasarkan pengamatannya Bu Ryan waktu itu, Bu.
B : maksudnya? Bisa diulangi?
A : oh, apa kendala umum yang dialami siswa kalau waktu pertama itu Bu, yang Bu Ryan amati.
B : ya, kendalanya itu yang pertama adalah tentang jaringan,ya. Itu anak-anak ada beberapa itu yang kadang-kadang, mereka kan nggak pakai Wi-Fi, jadinya mereka kesulitan untuk mengakses itu. Dan yang kedua, ehm.. mereka belum terbiasa ya dengan tugas-tugas daring. Jadinya kada-kadang mereka itu untuk tugas-tugas itu sering terlambat. Disini kan berbeda dengan kelas yang offline, apa Ibu guru bisa bertemu langsung. Kalo seperti ini itu kadang mereka menunda-nunda tugas yang diberikan Bapak Ibu guru. Seperti itu.

Question 3
A : ya, ya. Baik, ee.. lanjut ke pertanyaan selanjutnya Bu ya. Ee, berlanjut ke bulan-bulan pertengahan, ee apakah kelas XI-8 ini mengalami penurunan atau peningkatan Bu kalau soal performa di kelas Bu?
B : Alhamdulillah, dengan kerjasama ya, wali kelas, ee guru bidang studi, wali murid, dan siswa, kita saling koordinasi. Akhirnya mereka sudah terbiasa dengan kelas daring, begitu ya. Jadi, untuk nilai sudah mulai ada peningkatan dan tentang kedisiplinan juga
A : ooh, ya, ya, Bu. Jadi bisa dibilang ada peningkatan, Bu ya? Waktu itu..
B : ya, ya. Karena mereka sudah adaptasi.

Question 4
A : ya, Bu. Baik, yang selanjutnya, nomor 4. Kira-kira kendalanya sama seperti yang waktu di waktu-waktu awal kelas daring atau masih tetep Bu? Atau ada perubahan, bagaimana?
B : nah, tidak ada sih. Cuman. Ketika pertengahan ya, itu kami menggunakan, ini, kalo awal-awal pake WhatsApp, ZOOM, gitu ya. Ee, tiap-tiap guru punya beda-beda yang dipake ya. Ada yang Google Classroom dan sebagainya.
A : ya.
B : nah, tapi ketika, ee, pertengahan itu, pihak sekolah itu kami menggunakan Office 365. Nah, di sini akhirnya baik Bapak Ibu guru maupun siswa itu harus ya, ee harus menggunakan aplikasi tersebut, dan di sini awalnya tidak mudah karena kami sama-sama saling ee belajar bagaimana mengetahui atau cara kerja dari fitur, masing-masing fitur itu. Harus mengenali dan menggunakannya. Nah di sini mulai lagi ada beberapa kendala karena tidak semua siswa itu ee, melek IT ya, atau cepat untuk menguasai. Karena kami tidak bisa mengajari mereka secara offline ya.
A : ya.

B   : kalau misalkan di sekolah, mungkin ee anak-anak bisa belajar pada saat pembelajaran ee TIK, tapi ketika saat ini ya semampunya dari kami, begitu. Ada pihak guru TIK itu memberikan semacam tutorial yang dishare di grup angkatan, nah di sini tinggal bagaimana anak-anak itu untuk mempraktekkannya. Nah, di sini ada beberapa anak yang, ee, be-belum bisa menguasai secara penuh, akhirnya mereka tidak bisa. Bagaimana cara masuknya, bagaimana cara upload tugasnya dan sebagainya. Akhirnya, ee, terjadi kendala, hingga, ee hanya beberapa anak ada yang salah kelas, ya salah masuk kelas, untungnya di sini, kami, ee, selalu pantau, akhirnya, dengan berkembangnya, dengan berjalannya waktu, akhirnya terselesaikan juga. Seperti itu.

Question 5

A   : oh, iya, iya, Bu. Baik. Yang pertanyaan selanjutnya, nomor 5. Kalau setelah, apa ini, pertengahan menuju akhir semester itu Bu, ya. Kalau kelas daring kondisinya itu kira-kira seperti apa Bu? Kan Bu Ryan tadi bilang sudah ada banyak peningkatan, ada kemajuan juga. Dari kebiasaan siswa juga mulai, ya, mulai apa, bisa adaptasi, gitu.

B   : hmm. Untuk prestasi semakin bagus, ya.

A   : hm hm

B   : mereka juga karena kelas 11 ya jadi mereka sudah mulai untuk berkompetisi ya, karena orang tua, wali kelas itu selalu memberikan support, ya. Kami selalu memberikan support, memberikan ee, contoh prestasi-prestasi dari kakak-kakak kelas mereka yang sudah berhasil tembus PTN dan sebagainya. Dan prestasi-prestasi yang lainnya. Nah, namun ada satu-dua anak yang memang terkendala, itu dia yang semacam mengalami kejenuhan. Ada anak yang merasa jenuh dan bosan dengan, ee, daring ini. Nah, di sini adalah saya sebagai wali kelas dan juga dengan wali, ee, murid, ini bersama-sama untuk membangun lagi semangat anak tersebut. Dan sekarang sudah mulai, ee, dia sudah mulai, ibaratnya sudah 'bangun lagi' dari keterpurukan secara psikologis saja. Tapi untuk masalah nilai tidak ada kendala, dia hanya masalah secara psikologis sudah bosan.

A   : hmm.. ya, ya. Ada apa, ee, apa yang, kaya suasana bosan atau apa itu juga seringkali keluar waktu kelas berarti Bu ya?

B   : ya, he'eh. Apalagi ya itu semua tergantung dari Bapak/Ibu guru pengajar kan. Misalkan tugasnya yang terlalu berat atau terlalu cepat. Ee, atau mungkin dengan metode-metode, cara pengajaran yang

A   : hm hm..

B   : monoton, itu membuat mereka juga bosan.

Question 6

A   : hmm, ya, ya Bu. Baik, yang terakhir, menurut Bu Ryan, ee, kira-kira kelas daring yang satu semester lalu ini itu, apa kesan-kesannya Bu ya? Kalo saya bilang dari tadi kan, ada, waktu di awal bulan itu kondisi kelas seperti ini, waktu pertengahan juga, Bu Ryan juga cerita ada peningkatan, lalu yang di akhir juga akhirnya bisa, ee, apa, paling kita bisa menyimpulkan ternyata ada beberapa yang nampak bosan waktu kelas, lalu seperti apa, begitu. Kira-kira kesannya seperti apa Bu?

B   : kesan saya terhadap kelas tersebut?

A   : ya, terhadap kelas, hm hm..

B   : oke, ee, kesan saya, Alhamdulillah dari Bapak/Ibu guru pengajar juga bahwa kelas saya itu termasuk kelas yang tidak bermasalah, ya. Jadi, tidak ada kendala, misalkan anak yang denga-, ee, yang terlalu malas, atau yang nilainya sampai kosong beberapa, itu tidak ada. Karena di sini, ketika ada satu-dua, ehm, tugas yang belum, saya selalu crosscheck dengan guru yang bersangkutan dan langsung saya konfirmasinya tidak langsung ke siswa, tapi juga ke wali murid, jadi langsung difollow up saat itu juga langsung di kerjakan. Jadi ketika mau rapotan, itu, nilai sudah selesai, sudah tidak ada tanggungan, ya. Kalo kelas-kelas lain itu masih ada. Kadang-kadang terhutang ya, ni- nilai tidak keluar karena anak itu belum menyelesaikan tanggungannya, Alhamdulillah kelas 11 IPA 8 tidak pernah seperti itu. Dan sampai akhir ini juga, mereka saya lihat semangat, ehm, semangatnya sangat luar biasa, untuk meningkatkan prestasinya. Ee, mereka juga sudah mul-, ee, sudah mulai bekerja sama untuk, ee, belajar ya, walau secara daring. Mereka sering berkelompok, itu mereka saling, ee, belajar ya. Menimba ilmu, dengan anak yang tidak terlalu mampu, dengan anak yang menguasai pelajaran tersebut, itu sudah berjalan. Dan juga, ee..

A   : hm..

B   : terakhir itu, ada KSN, ee..

A   : ya?

B   : tingkat sekolah, itu untuk menjaring siswa-siswa itu yang berprestasi,

A   : hmm..

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B   : ya, semua boleh ikut untuk beberapa bidang studi. Dan Alhamdulillah dari sekian banyak itu, kelas 11 IPA 8 itu termasuk yang, kalo saya liat juga, lumayan banyak. Mungkin bisa jadi nomor 1 atau nomor 2, saya belum menghitung, tapi paling banyak lah, gitu. Ada 14 yang masuk 10 besar, gitu. Dan saya rasa ini, ee, prestasi yang luar biasa, karena sebagian itu juga masuk prestasi yang urutan 1-3 nanti akan ikut ke KSN tingkat kota. Nanti akan dibimbing oleh Bapak/Ibu guru yang bersangkutan.

A   : hmm.. ya, ya.

B   : jadi, insyaAllah mereka tidak ada kendala dan semakin lama sudah menunjukkan, ee, tanggung jawab mereka sudah, kedisiplinan juga sudah mulai, ehm, apa namanya, sudah, tingkat yang bagus, saya rasa seperti itu. Karena saya selalu mengingatkan bahwa, ee, kesempatan mereka tinggal, ee, semester ini dan semester depan, un-. Jika mereka ingin mengejar, ee, prestasi karena untuk ting-, untuk SNMPTN itu kan sampai semester 5 ya, kan?

A   : ya

B   : untuk nilai rapot dan sebagainya.

A   : hm hm..

B   : dan bagi anak-anak yang kemarin terima rapot itu ada yang, ee, menurun, itu, saya, memberikan solusi kepada Bapak/Ibu wali murid agar mereka bisa mengambil les, ya, les entah itu privat, atau mungkin secara daring itu berkelompok, itu ada banyaklah di luar itu, atau paling tidak bisa anaknya disupport untuk belajar bersama dengan teman sebaya. Dan Alhamdulillah sebagian sudah, ee, les, ya, kalo yang mampu.

A   : hm hm..

B   : kalo yang mampu mereka les privat,

A   : ya

B   : kalo yang tidak mampu mereka bisa dengan teman-teman sebayanya tadi.

A   : ooh, iya

B   : insyaAllah nanti hasilnya bisa lebih baik lagi. Seperti itu

A   : ooh iya. Ya Alhamdulillah, apa, ling-, apa, ee, lingkungannya juga mendukung sekali Bu, ya, sepertinya?

B   : ya, tentu saja juga dengan, ee, andil dari, ee, guru BK ya. Jadi, kita juga selalu juga pantau de-, dengan guru BKnya juga.

A   : hmm, ya. Ya, ya Bu, baik. Ee, baik Bu Ryan terima kasih, ee, sesi wawancaranya sudah selesai Bu ya.

B   : oke.