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## Language Learning Strategies Post Covid-19 Trough Online Learning (A Library Research)

Uswatun Hasanah Yude<sup>1)</sup>

<sup>1)</sup>Universitas Negeri Padang

email: [hanayude99@gmail.com](mailto:hanayude99@gmail.com)<sup>1</sup>

### Abstract

During the COVID-19 pandemic, online learning has brought to light the importance of digital technology-based education. As a reference for developing a learning pattern following the COVID-19 pandemic, the purpose of the article was to examine the effectiveness of online learning at bachelor's, master's, and doctoral degrees in Islamic Religious Education. A concurrent triangulation model and a mixed-methods design were used in the study. Purposive and stratified random sampling were used to collect the samples. In the meantime, questionnaires, in-depth interviews, and forum group discussions were used to collect the data. The qualitative data were subjected to interpretative descriptive analysis, while the quantitative data were subjected to descriptive analysis and one-way analysis of variance. The study demonstrated that online learning at the bachelor's, master's, and doctoral levels in Islamic Religious Education during the COVID-19 pandemic was successful. Online doctoral education was the most effective of all. However, face-to-face instruction is still required. As a result, the post-COVID-19 pandemic learning pattern combines in-person and online learning (hybrid learning). At each educational level, the formulation is modified in accordance with the characteristics, educational purpose and orientation, level of ability, readiness, and learning autonomy of the students.

**Keywords:** COVID-19, Higher Education, Hybrid Learning, Learning Effectiveness

### Introduction

The pandemic of the coronavirus (COVID-19) has forced educational establishments, including higher education establishments, to shift from in-person instruction to online instruction (Bhamani et al., 2020; 2020, Dhawan). Learning activities on campus or in the classroom used to be done in person until recently; however, learning now takes place online from home using a variety of platforms (Zaharah & Kirilova, 2020). The change came out of nowhere. According to Hodges et al., many institutions, lecturers, staff, and students are not prepared for the change. (2020; Wang and others, 2020). Online learning during an emergency presents some challenges for the implementation. Unsteady learning materials, limited internet access, decreased motivation, and disorder during the learning process are just a few examples (Agarwal & Dewan, 2020).

Teachers and students alike have been encouraged to participate in educational institutions' organization by the forced shift. They are aware that technology should be used extensively in education. In fact, online education has been more successful. In many ways, Soffer and Nachmias (2018) found that online learning is just as good as or better than face-to-face learning. Tartavulea et al. (2020) claim that, the pandemic's transition to online education had a positive effect that may continue in the future. When pandemic challenges are appropriately investigated and turned into opportunities, online learning is effective (Adedoyin & Soykan, 2020). In addition, online learning shows several advantages, such as accessibility and adaptability for students in terms of time, location, speed, learning style, content, assessment, and learning path (Müller et al., 2018). As a result, the modifications can serve as a model for

creating a new learning pattern following the COVID-19 pandemic. As a result, during the COVID-19 pandemic, a comprehensive evaluation of the efficacy of online learning is required.

Studies on the topic have been conducted. Some found that online learning during the pandemic was ineffective (Febrianto et al., 2020; Irawan et al., 2020) or less effective (Chang and Tooth, 2020). Furthermore, internet learning couldn't create the normal learning result (Bestiantono et al., 2020), and eye to eye mode is better than on the web (Deepika, 2020). Further, one review uncovered that internet learning could uphold the instructive cycle, yet it can't supplant the consistent framework (Kaur et al., 2020). In the meantime, different examinations tracked down that web based getting the hang of during the Coronavirus pandemic is similarly successful as the one led disconnected (Jones et al., 2020). Besides, internet learning is appropriate to carry out during the Coronavirus pandemic (Allo, 2020; Kalman et al., 2020) and emphatically influences during the Coronavirus pandemic (Hendryka et al., 2021). Learning on the web is simple, modest, and can be carried out (Agarwal and Kaushik, 2020). Some other exploration referenced that web-based advancing successfully builds the understudies' information; however, it is less effective in working on understudies' interactive abilities and capabilities (Bączek et al., 2021).

## Methods

According to Sukiman (2022) there are three methods were used to collect the research data: questionnaire, interview, and discussion in a forum group (FGD). The purpose of the survey was to learn more about how well online Islamic Religious Education degree programs work for bachelor's, master's, and doctoral students. Multiple-choice questions were included in the closed-ended questionnaire used in the study. Along these lines, respondents just picked the responses accommodated each inquiry. The online Google Form-based questionnaire was completed by the respondents. In addition, in-depth interviews were used to gather the data (Patton, 2002). In the meantime, the FGD was carried out in a Zoom-enabled meeting. The students' perspectives on the efficacy of online learning and the development of a new learning pattern following the COVID-19 pandemic were gathered through interviews and FGD.

A questionnaire with a Likert Scale and five options was used to collect the quantitative data: (Chyung et al.,) Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree (2017; 2016 Subedi). Following the following scoring guidelines, all items were converted into positive questions: 4 for agreeing, 3 for neutral, 2 for disagreeing, and 1 for strongly disagreeing. The questionnaire was put together in a few steps. The first step was to break down the variables of the research into aspects, sub-aspects, and indicators. Online learning that worked in higher education was made possible by the conceptual framework. The next step was to create the outline for the questionnaire, arrange the items, analyze, and discuss the questionnaire with the members of the research team, test the questionnaire on undergraduate and graduate students, and evaluate the questionnaire's validity and reliability. The Pearson's Product Moment test was used to assess the questionnaire's validity. According to Price (2017), the instrument is valid if the r-index is higher than the r-table. With a confidence level of 95%, the r table score for 40 samples reached 0,312. In the meantime, the reliability of the questionnaire was evaluated using the Alpha Cronbach formula (Bandalos, 2018; Lester and others, 2014).

The research data were analyzed quantitatively and qualitatively. The quantitative analysis employed descriptive and inferential statistics. The former includes Mean score and standard deviation to describe the online learning effectiveness in each educational level. In the meantime, interpretative-descriptive analysis was performed on the qualitative data. The actions taken were those suggested by Miles et al. (2014). In each stage of the research, intensive and interactive qualitative data analysis was carried out until the data were exhausted. Condensing the data, displaying the data, and concluding with verification were all steps in the process of analyzing the data. After collecting the data from the field, the researchers selected, focused, simplified, abstracted, and transformed it. They were interview transcripts and notes. In addition, the researchers provided a description of the data, drew some preliminary inferences, and checked the findings against those of other sources.

As a result, based on Sukiman (2022) the final result was believable. Two criteria were used in the qualitative data validity test: credibility, also known as validity, and dependability. The data obtained from

the respondents were cross-checked to determine the credibility. In addition, the data from the questionnaire and the interview results were compared. In the meantime, an audit trail method was used to test the reliability criteria. The researchers, a group of three people, carried out the investigation. The recommendations made by Schwandt were followed throughout the procedure. In addition, the research team examined the data collection procedure, transcript and recording analysis, data coding, research themes classification, data description, and conclusion.

## Results and Discussion

According to Sukiman (2022) The research questions and methodology were taken into consideration when presenting the data. The quantitative data analysis result was presented in the first stage. It was followed by qualitative data analysis concerning the efficiency of online learning across three educational levels.

The measurement of online learning effectiveness in bachelor's, master's, and doctoral degrees of Islamic Religious Education of Universitas Islam Negeri Sunan Kalijaga Yogyakarta included 36 indicators categorized into three aspects. Planning, with its nine indicators, was the first. Implementation comprised the second set of indicators. The achievement of learning outcomes ranked third (with 11 indicators).

In this section Sukiman (2022) found the qualitative analysis result is elaborated along with the quantitative analysis triangulation. It concentrates on two points. The first is the perspective of Islamic Religious Education bachelor, master, and doctoral students; The second is the perspective of the student regarding the formation of a learning pattern following the COVID-19 pandemic. During the COVID-19 pandemic, bachelor's and master's students have similar evaluations of the effectiveness of online learning. Some of them believe it was successful, while others believe it was less successful. The first one observed the process's learning. They specifically claimed that the lecturers had utilized appropriate platforms and strategies. They believe that students' learning flexibility has been enhanced by online learning. Additionally, it saves money, time, and effort.

According to the findings of the study Sukiman (2022), the bachelor's, master's, and doctoral degrees in Islamic Religious Education can all be completed successfully through online learning. The findings were distinct from those of several previous studies. Some of them demonstrated that online learning was ineffective during the COVID-19 pandemic (Febrianto et al.,2020;Irawan and other,(Chang & Fang, 2020) or less effective. In addition, it is unable to deliver the anticipated outcomes (Bestiantono et al.,2020).Less supportive components mainly caused the ineffectiveness of online learning during the pandemic. According to previous research, online learning faces a few challenges. Limited internet access is one of them (Bestiantono et al.,2020;Muthuprasad and others,2021), a less than ideal learning management system, insufficient learning resources, and educators' less-than-ideal competencies (Sarwar et al.,Agarwal & Dewan, 2020), and students' lack of motivation. Unprepared learning components are another obstacle (Coman et al.,2020).

Hodges et al. (2020) stated that in an emergency, online learning is a temporary substitution for in-person instruction. Learning becomes ineffective under these circumstances due to the absence of a design process. To put it another way, the COVID-19 pandemic has had no effect on the effectiveness of online learning. Instead, it is brought on by other things, like the lesson that was not planned or prepared for. Online learning was less effective in the beginning during the pandemic, according to previous research. Due to the sudden changes, educational establishments, lecturers, and students were not prepared at that time (Virti et al.,2021).The location of the research might also be a cause. According to Bestiantono et al.'s findings, previous research may have been carried out in a region or nation whose economic, social-cultural, and geographical factors did not favor online learning and Febrianto et al. (2020)2020).In the meantime, effective learning may be facilitated by appropriately prepared and designed supporting components. McCutcheon et al.'s research successfully produced evidence (2015), and Nachmias and Soffer (2018).They demonstrated that face-to-face and online learning are equally effective.

The effectiveness of online learning during the pandemic between bachelor's and master's degrees was not significantly different, according to the current study. In the meantime, the effectiveness varied between

master's and doctoral degrees, as well as bachelor's degrees. The maturity and readiness of the students might have been a factor. Doctoral students typically possess greater maturity, readiness, and independence than those with bachelor's and master's degrees. The results are consistent with those of previous studies. Rasouli and others (2016), as well as Rafique et al. (2021) discovered that students are more prepared to participate in online learning the higher their educational level. Doctoral students' readiness was higher (S3) than that of bachelor's and master's students (S2). Adams et al. (2018) also found that students over the age of 30 were more self-sufficient than students under the age of 29. At the conclusion of their studies, postgraduate students had higher learning achievement scores than undergraduate students (Torres et al., 2010; Yu, 2021).

Because each educational level is unique, the development of hybrid learning can be adapted to that level's orientation and direction. According to Suwadi (2016), the goal of the Bachelor of Science in Islamic Religious Education program is to train students to become educators or teachers of Islamic Religious Education in schools or madrasahs. The theoretical aspects of the Bachelor Program in Islamic Religious Education make up 60% of the curriculum, while skills make up 40%. Meanwhile, the orientation of the Master Program of Islamic Religious Education is to educate students to have the skills, cognition, and managerial ability as an academic in the field of Islamic Religious Education (Salim et al., 2018). The theoretical aspects of Islamic Religious Education make up 80% of the master's program's curriculum, while skills in the field make up the remaining 20%. The doctoral program in Islamic Religious Education aims to train students to become academics, researchers, and consultants who can develop, think philosophically, and discover novel Islamic Religious Education theories (Salim et al., 2018). The doctoral program emphasizes the development of theoretical aspects. In the short, the growth of hybrid learning should correspond to the proportions of each educational level.

## Conclusion

According to Sukiman (2022), during the COVID-19 pandemic, online Islamic Religious Education bachelor, master, and doctoral programs are effective. The effectiveness of online learning for bachelor's and master's degrees is not significantly different. In the meantime, the effectiveness of online education varies between master's degrees and doctoral degrees. The most efficient method of doctoral education was online. The students in the bachelor's and master's programs in Islamic Religious Education preferred face-to-face instruction over online instruction, even though the three levels of instruction are effective. They believe that each mode can work well together. As a result, the hybrid learning model is the best one for students returning to school after the COVID-19 pandemic. In the meantime, in the hybrid learning model, the proportion of each mode ought to be adjusted in accordance with the characteristics, direction, educational orientation, ability, readiness, and autonomy of the students at each level.

## References

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