A CRITICAL ASSESSMENT OF TEACHING AND LEARNING EXPERIENCES DURING THE ERA OF THE COVID-19 PANDEMIC: A CASE STUDY

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Abstract

The slow spread of Covid-19 was a big problem for the school system. This made a lot of experts want to look into cases from the time. But it's unlikely that many studies have been done on how teaching and learning go in a classroom where phones are used. A classroom where phones are used as the main learning tool is called a phone-infused classroom. The goal of this study is to find out how people think about and use phones in the classroom. Three English teachers and 66 children at the Islamic Elementary School in Mojokerto were asked to fill out questionnaires and talk with a focus group. The researcher looked at the transcript and gave a qualitative descriptive study of the results. As a result of the research, three themes came to light: the effects on teaching practices, teachers' and students' strengths and challenges, and teachers' and students' evaluations of worth. Overall, the use of phones in teaching and learning during the pandemic era has had both good and negative effects. Lastly, education during an outbreak must be seen as a community effort by the government, teachers, parents, and schools to improve the effectiveness of teaching and learning methods that use cell phones that have been hurt by the outbreak and make sure that students don't fall behind.

Keywords: Evaluation, Learning Experience, Covid-19 Pandemic

INTRODUCTION

The Corona Virus Outbreak (Covid-19), the global pandemic has spread to almost every part of life, including the education field. The World Health Organization (WHO) gave advice on its official website about how to deal with the chaos of a pandemic. WHO suggested that all countries where Covid-19 viruses had been found should keep a social and physical distance from each other (WHO, 2019). Since the spread of Coronaviruses in Indonesia increased at the same time in March 2020, this strategy had to put a lot of social restrictions in place. In response to a suggestion from the WHO, Indonesia created a new rule that is meant to replace the activity and movement of the communities. The Indonesian government's Regulation No. 21 2020 said that working, praying, and going to school had to be done at home. Large-scale social restrictions put in place by the Indonesian government have changed the way people live and work, as well as how children learn. As a result, the distance learning system is motivated to keep teaching and learning going.

Distance learning has to be used because the way people learn is changing. In other words, teaching and learning no longer happen in schools. Instead, they happen in people's homes. School From Home (SFH) is thought to be the best answer because it was impossible to learn normally in school. Due to the fact that the learning method was changed to distance learning, the Ministry of Education and Culture asked that online learning be used as an alternative way to learn. The Ministry of Education and Culture says that schools should use online learning and give students a meaningful way to learn so that they don't have to worry about meeting all of the curriculum standards. In this way, School from Home (SFH)

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thinks about the health and safety of students, teachers, staff, and society as a whole.

Online learning is all about learning through the internet, both in real-time and on your own time. Synchronous learning is a way of learning in which students and teachers talk to each other in real-time through online tools like online chat and video calls. On the other hand, asynchronous learning is a kind of indirect learning that uses an independent learning method. Both teachers and students need to use tools to stay in touch for this type of learning to work. In this situation, cell phones are used to keep teaching and learning going. There's no denying that online learning through mobile phones has grown quickly. So, schools have to give online courses to reach a large number of students and make education easier for people who can't go to school the usual way. Online learning is seen as an encouraging way to improve self-learning and language pedagogy (Hazaymeh, 2021). This is because students of today are expected to be digital natives. This means that both teachers and students have to adjust to a new way of learning by teaching and learning in an online classroom where phones are used.

In this way, this study looks at how teachers and students use mobile phones to help them learn in an online setting. Its outline of analyzing feedback from teachers and students sets the stage for this new way of learning. It also looks at how teachers and students work together to use the phone as a way to learn. More specifically, the study looks at how students feel about bringing phones into the classroom.

LITERATURE REVIEW

The unexpected Covid-19 pandemic outbreak had a global impact, not just in developing nations (Bacher-Hicks et al., 2020; Johnson et al., 2020; Raaper & Brown, 2020; Wargadinata et al., 2020). While this pandemic affects every country, the majority of impoverished countries are projected to suffer the most due to a lack of coping mechanisms such as health facilities, infrastructure, and technology (Blundell et al., 2020). This would worsen global inequalities across nations, regions, and even communities (Blundell et al., 2020). However, it is known that China, Europe, Iran, South Korea, and the United States were initially severely damaged by large outbreaks (Sahu, 2020).

According to investigations, the new coronavirus disease 2019 (Covid-19) was discovered in Wuhan, the capital of Central China's Hubei province (Huang et al., 2020; Roache et al., 2020; Sahu, 2020; Sandars et al., 2020; Tesar, 2020). The epidemic quickly spread over the world, placing billions of people on lockdown and killing over 100,000 people. Since then, the World Health Organization (WHO) has declared the coronavirus epidemic a pandemic, and presidents throughout the world have declared it an emergency. The coronavirus illness is also known as Covid-19, according to UNICEF (2020), as quoted in Kwabena and Boateng (2020), with the abbreviations CO-the corona, VI-the virus, D-the disease, and the 19 standing for 2019, the year the unique virus was found. According to the World Health Organization, Coronavirus disease (Covid-19) is an infectious sickness caused by a newly found coronavirus.

Countries' authorities implemented the Covid-19 protocol or restrictions in reaction to Covid-19 and to manage its spread. Under national lockdown, this

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involves the decision to apply restrictive measures to minimize social gatherings and increase social separation (Pham & Ho, 2020). Furthermore, most social and economic activities were halted, including the shutdown of gyms, museums, movie theatres, swimming pools, and public meeting places, including educational institutions, in an effort to defeat this intangible adversary (Sahu, 2020). According to Liguori and Winkler (2020), the progressive proliferation of Covid-19 created a significant challenge to the educational landscape, forcing education institutions at all levels, primary, secondary, and university, to close and seek alternate teaching and learning ways. Whatever the reasons students are opposed to the choice to go online, one basic reality remains: they were not given the opportunity to convert from a face-to-face method of learning to an online one. All students had to face the reality of rapid alteration in order to maintain social distance while continuing the educational cycle. Bianca Hooten (2020), a Care Coordinator in Canton, Ohio, believes that higher education students must prioritize two things in order to excel during this crisis: money and time. She also feels that, despite the fact that many pupils are unaware of it, they have the strength and talent to overcome the changes that have been pushed upon them. According to Hooten, students have the tenacity to achieve; all they need is "a plan".

Similarly, because traditional class-based learning is restricted under Covid-19 regulations, primary education institutions around the world have been forced to experiment with e-learning via mobile phones (Demuyakor, 2020; Ratten, 2020). As a result, it is clear that Covid-19 has wreaked havoc on the educational system, the majority of which is yet unknown due to the severity of its effects (Bryson & Andres, 2020; Crawford et al., 2020). A number of stakeholders, including

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government officials, academic staff, students, and parents, are concerned about the transition from classroom-based to online learning. While it is expected that the increasing usage of online learning will offer new challenges, possible innovation opportunities within the higher education business during these trying times should never be overlooked. Several issues have been raised about the quality of public-domain online teaching and learning.

RESEARCH METHOD

The investigation made use of a case study. A case study's purpose is to allow researchers to collect and analyze data in a specific context or phenomenon. Cases can be people, students, or school personnel who are part of a school community (Creswell, 2011). In keeping with Creswell, Yin (2012) suggested that case study data is used to fully explain a real-life case. This study included three educators and twenty-five children from the Islamic Elementary School in Mojokerto. To collect detailed data, the researchers used online questionnaires created with Google Forms and focus group discussions.

The information was acquired in two stages. The first phase was accomplished by giving pupils online questionnaires. The questionnaires were created using Google Forms and consisted of ten questions with quick responses. The surveys were mostly made up of Likert-scale and checklist-based items that students had to fill out. The questions were chosen based on the literature applicable to the research's purpose, which includes the educational, psychological, and social components of the classroom. Following the collection of questionnaire
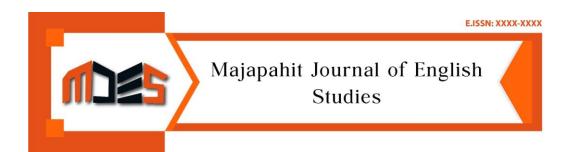
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responses, a transcript of each respondent's results was made, along with preliminary codes.

A focus group discussion among teachers was the second step in data collection. The experiences of participating teachers were studied and interpreted in an emergent manner as the qualitative component of this study. A focus group of three English professors gathered these. The researchers led this 56-minute focus group, which took place in the school in November 2021. It was audiotaped using two digital recorders and professionally transcribed after the entire group followed a semi-structured, open-ended interview script.

Data analysis techniques such as inductive and thematic analytics were utilized to locate, appraise, and generate a topic represented by participants (Galloway & Jenkins, 2005). To eliminate overlapping responses, each participant's responses were tagged with keywords, especially early on. To assist researchers with coding and categorization, the NVivo 12 program was employed. Data from interviews and focus group discussions were categorized and coded using Nodes and Cases. Thematic maps represent the arrangement of concepts at various levels, and possible relationships between concepts were then identified. The research team then looked at all of the codes and categorizations, as well as the possibility of code integration to simplify the codes. This inductive strategy allowed for the identification of themes articulated by participants in response to study questions (Liu, 2011).

Validity and reliability were considered during this investigation. Research of relevant literature was performed, to begin with data collection instruments. This instrument was also developed with the assistance of e-learning professionals,

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social studies specialists, and educational psychology specialists. Following data collection, member-checking was used to assess validity, in which participants were asked to certify that their contributions were accurately reflected in previous data. Investigator triangulation, which encompassed all seven researchers at all stages of the project and included frequent meetings, boosted reliance (Patton, 2014). Investigator triangulation also helps researchers reduce bias since it allows for cross-checking the integrity of participant responses (Anney, 2014). Furthermore, the involvement of researchers in the investigation provided multiple points of view to the inquiry, reinforcing the conclusions' authenticity.

RESULTS AND DISCUSSION

Questionnaire and focus group data were used to draw conclusions on mobile phone usage in these classes. The results of utilizing mobile phones for student education are followed by teacher and student evaluations of the benefit of using mobile phones.

Pedagogical Strategies

Pedagogical techniques are a group of instructional components used in educational activities to achieve educational goals (Dick, 2013; Baturay, 2008). This study revealed instructional strategies such as objectives, learning steps, methods, material, time, and learning assessments that were all given via mobile phones. The use of instructional media is intended to facilitate student comprehension by providing a variety of learning experiences that are supposed to boost students' interest and motivation to study (Abdo & Semela, 2010).
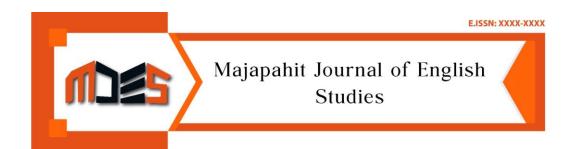
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Arsyad, 2014; Aini, 2013). Teachers preferred educational medium was learning films, which they obtained from YouTube or created themselves prior to the COVID-19 Pandemic. Some teachers believed that instructional videos were the simplest media to use because the teacher already had time and the students could easily acquire the subject matter. On this topic, other teachers concurred.:

"I use videos from YouTube as well as others I had before Covid-19 to help pupils understand the material." (Teacher Number 2)

"Because pandemic conditions make it difficult for me to be more creative in producing other media, I find it difficult to use other teaching mediums besides videos". (Teacher No. 3)

In addition to video, WhatsApp, Google Forms, Worksheets, and YouTube were used to provide course content. Teachers sent instructional materials to students' parents using WhatsApp, Google Forms, and Worksheets, and the materials were subsequently given to the kids. This educational material was utilized in conjunction with media that the majority of parents also use.

The most commonly used teaching modalities were the question-and-answer (Q&A) format and lectures (Cao et al., 2010). The use of the Q&A and discussion methods, which allow for two-way contact between teachers and students, was the most convenient way for teachers to assess students' understanding of the subject matter being taught. Teachers conducted the Q&A technique and discussion via WhatsApp chat, whether via text messaging, audio or video conversations. Teachers also used the lecture method due to time constraints and other challenges such as poor Internet connections and the

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inadequacy of virtual classrooms for learning. In a phone-infused classroom, teachers are pushed to use quick and easy pedagogical tactics. Teachers used alternatives such as offline assignments and timed quizzes to assess student knowledge.

Teachers, on the other hand, must be able to use limited time at the present, which influences learning speed, instructional objectives, and learning assessment. Before employing mobile phones, teachers normally spent 1.5-2 hours in one meeting; however, during SFH, the time was cut short owing to parental intervention and the limited utilization of application time. When children work on assignments or participate in question-and-answer sessions with teachers, parents help them by providing answers so that they can react quickly to inquiries. Teachers are forced to convey only the most important aspects of the subject matter to students as a result of the use of Internet resources. The use of instructional time, which changes depending on the meeting, also has an impact on the instructional stages, including student discipline in the following learning.

Students must study the materials to avoid instructional time delays because discipline comprises finishing duties on time and not delaying the completion of the job at hand. Of course, the availability of learning resources from parents, such as mobile phones and Internet data limits, is crucial in learning implementation. Changes in instructional objectives and practices will have an immediate effect on how and what types of learning assessments students employ.

A teacher cannot administer tests that cover cognitive, emotional, and
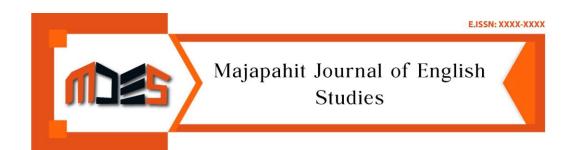
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psychomotor components equally in an online setting. Indeed, teachers typically considered that adequate cognitive evaluation was difficult to accomplish properly due to parental participation in offering responses to assignments or examinations offered by a teacher. Psychomotor abilities are typically more accurately tested. Because they are focused on student skills and do not require parental assistance when recorded, assignments like singing or doing particular motions can be properly graded by a teacher. Meanwhile, due to discrepancies in attitudes displayed at school and at home, teachers find it challenging to distinguish affective components that match pupils' attitudes. This status is frequently the result of parental intervention that does not reflect the actual conditions of pupils in schools prior to the pandemic period. The perspectives of the two teachers on the impact of learning time, goals, steps, and student evaluation may be seen in their viewpoints.

"Due to time constraints, I use programs such as WhatsApp to adapt my learning procedures to the present scenario during pandemics. In addition, I modify instructional objectives in face-to-face meetings by reducing the amount of content and focusing on fewer goals". (Teacher Number 1)

"I find it impossible to examine cognitive components because of the involvement of parents in providing answers to their children, and thus the evaluation is not fair enough to define knowledge". (Teacher Number 2)

During the outbreak, teachers' instructional practices had a negative impact on learning quality. Changes in instructional time have an impact on teaching objectives, stages, tactics, media, and student evaluation. The teacher's responsibility to ensure the quality of learning for all members of the school
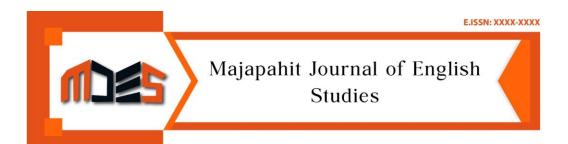
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community during the pandemic era is not the only one. Parents are also involved in promoting their children's success by serving as learning facility providers and providing opportunities for children to build competencies. To guarantee that learning objectives are met, teachers must be creative and original in their instructional approaches.

Challenges

As a result of the advent of technical concerns, teachers faced a number of obstacles. Because they live in a suburb, few parents have mobile phones, and Internet signals are poor. The educational activities that can be carried out are determined by the challenges that these barriers provide. If these technical hurdles are not addressed, problems may arise, resulting in less-than-optimal student participation in learning. As a result, some pupils are unable to understand the teacher's instructions and encounter delays in completing homework. Students from low-income homes commonly face these technological stumbling blocks. This condition is described by the teacher below:

My issue with online learning is that it requires a large quota in order to participate in students' classes, and signals are good, let alone a large amount of material that must be delivered. (Teacher No. 1)

Other challenges for teachers include educating students to participate in online learning. These impediments might be caused by either internal or external factors. Internal factors are concerns that develop in the student's home environment, such as family members' impact. Students who are learning get disinterested in their education as a result of these components. One issue is a

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less ideal home learning environment in which the activities of family members and pupils create distractions that reduce the focus required to master the subject matter. External difficulties such as disturbances from other students develop while implementing learning in a virtual classroom using an online program. Students chat on topics unrelated to the subject area being studied. As a result, virtual classrooms become increasingly crowded and unsuitable for learning.

One issue affecting the smoothness of educational activities is instructors' lack of technical skills in an online context (Conrad & Donaldson, 2011; Ko & Rossen, 2017; Watson, 2020). The emphasis on teachers' duties and responsibilities in teaching during the outbreak, as well as instructors' ability to embrace ICT, influenced the success of online learning throughout the pandemic. Teachers who lack online teaching skills or who struggle with technology and information tools will often struggle with online learning since it demands teachers to understand a variety of apps. Even experienced and senior teachers may find it difficult to implement apps. This condition makes it harder for teachers to apply teachings, and as a result, learning suffers. For teachers who are familiar with applications and digital resources such as mobile phones and laptops, online learning may be a beneficial instructional technique to use during a pandemic. This condition was discussed by Teachers 2 and 3:

"I've never taught online using a mobile phone before, but because I need to study online, I'm having trouble executing due to my lack of technological skills". (Teacher Number 2)

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"It can be frustrating for me when I am unable to teach online using my mobile phone because I have never taught online before". (Teacher Number 3)

The problems that teachers faced had an impact on their students' learning. All technological barriers, conditioning, and student participation, as well as online teacher teaching experience, all had a negative impact on achieving instructional objectives and high-quality learning.

Value Evaluations among Students

Students have an important role in the complex instructional methods that provide learning opportunities (Webb, 2011). According to Webb (2011), responsibility for learning is shared by both the teacher and the student. That is why student feedback is required (Leer & Ivanov, 2013). All pupils mentioned that they have the requisite phone skills and a positive mindset. Surprisingly, a few children reported feeling normal or nervous. They discovered it as a widely used digital tool for everyday pleasure, limiting how resources are viewed as binary-based.

However, parental support is extremely beneficial. Online learning, according to parents, has increased the quality of their children's education. At the commencement of online learning, parents were overjoyed that the school was using a mobile learning system. Parental support began to fade after more than a month. The lack of Internet literacy among some parents is a worry, as is the large-scale social restrictions program, which has forced many offices to lay off employees, causing economic hardship. Income loss has resulted in a reduction in costs such as Internet connections for families whose parents have lost their jobs.

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Some students lack access to mobile phones or laptop computers, which are commonly used in virtual classrooms to communicate with teachers.

CONCLUSION

Changes in the teaching and learning process during the epidemic have had an impact on teacher and student performance as well as educational quality, particularly in Indonesia. The participating teachers in the current study believed that the instructional strategy of using mobile phones as the primary instructional medium needed to change, and that all stakeholders, including governments, schools, social organizations, school committees, and parents, needed to collaborate to determine and formulate online learning goals that aligned with a national curriculum based on humanism. Concerning pedagogical techniques, they emphasized the need for technological readiness, particularly digital literacy, in supporting the success of online learning.

As a result, various factors must be addressed if online learning through mobile phones is to remain effective. The first step is to adapt the national curriculum so that it is flexible and aligned with all learning components. Second, technological readiness must be accelerated by facilitating easier and more widespread Internet access and the building of Internet networks. Third, teacher education in technology applications should be accelerated (Macià & Garca, 2018; Semenova, 2019). Fourth, making open education resources available would reduce online learning's operating costs (Harsasi, 2015; Kalman, 2017; Management Association, 2015). Fifth, to improve the process and morale, collaboration between teachers, parents, and schools should be encouraged (Borup

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et al., 2019).

This study, like other studies, has limitations. This study included a small sample of primary school pupils and teachers in Indonesia who learn online. As a result, future research must be more comprehensive, using quantitative or mixed-methods studies. Future research should concentrate on students' and parents' perceptions of different applications of online learning during the pandemic. The research could be extended to other Indonesian provinces. Finally, the research might look into the creation of online learning curriculum models for students of varied backgrounds.

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