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**Designing The Most Suitable Learning Environment Relevant to Teaching English as A
Foreign Language (EFL) During Pandemic**

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SUMMARY

This research aims to design a learning environment that relevant to teaching during pandemic. The Covid-19 pandemic has imposed the use of technology in teaching and learning process. Since the beginning of 2020, nothing can enforce the use of technology in education as powerful as Covid-19 Pandemic.

Since the beginning of the pandemic, schools and universities have been closed and the teaching and learning process must be done remotely through online learning to slow down the spread of the virus. Students need to learn from home. Teacher has been forced to use online learning platform during this pandemic. However, the e-learning process are still facing many problems; thus, a suitable and an adequate online and offline learning environment needed to be created for improving the existing learning environment that is safe and effective for students and teacher during pandemic.

The concept of Study from Home means that learning can happen anytime and anywhere. This means that the use of technology and the fast growing of Internet connection becoming significant. This condition is affecting the existence of classroom where the teaching and learning process occur. Because the existence of classroom cannot be just wiped out from our education system, we need to start thinking to have a suitable learning environment that can facilitate the teaching and learning process during a pandemic. Therefore, the main and the final aims of this research is to design a classroom or learning environment that will accommodate the existing condition as well as addressing the demands for keeping up with the recent global development where the use of technology has changed how the world operate, including in education field.

This research will be conducted in three years. In the first year of this research, we will conduct a need analysis as the basic inputs in designing an appropriate classroom/learning environment designed specifically for teaching during pandemic. An online survey will be used to reach more and wider respondents; we would like to gain as much as possible data from the Z generation. The outcome for the first year will be an article that will be published in an International Journal.

The results from year 1 then will be used for designing the first design of the learning environment including the possibility of conducting blended learning in the learning environment design. During the research process in year 2, a design of the learning environment will be created, and then we will seek a validation from experts and will do some necessary revision based on the reviews from the validators. On the second year we planned to publish an article in a reputable international Journal.

In the final year, we would like to create/ implement the learning environment in one or two example schools, and then investigate the affectivity of the design when it comes to increasing the students as the digital natives' learning achievement in English Subject. A book and HAKI will be the outcome of the final year.

ACKNOWLEDGEMENT

Conducting a research is not an easy work especially if the research is conducted in the language other than our native language. However, with the blessing and mercy of the Almighty Allah this research finally finished and ready to be one contribution for the development of English as a Foreign Language teaching and learning process in specific and for the development of education in Indonesia in general.

The inspiration behind this research is the researcher concern on the EFL teachers' needs of keeping up with the new era. Considering that they will be teaching digital natives who were born and raised in technology era, teacher should have a certain level of technology literacy in order to fulfil the digital natives' needs and more importantly we need to create a learning environment that can facilitate the unique needs of the digital natives. Besides that, the conditions that force us to learn from home have strengthen the importance of using technology in teaching and learning process.

Our deepest gratitude goes to UNG, which provides us with a suitable amount of money to conduct this research. Our deep gratitude also goes to LPPM UNG, in which the people are helpful and accessible. We also thanks all lecturers and friends, and students as the researcher team who are restlessly help in the finishing this research. This research will not be such a great work without all participants in this research; thus, our deepest thank goes to each and every participant in this research. Notwithstanding, it is realized that there are some aspects that have not been covered and analysed in this research, so further research in this field need to be conducted.

Gorontalo, December 2021
Researchers,

Prof. Karmila Machmud, S.Pd., M.A., Ph.D.
Dr. Harto Malik, M. Hum.

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CHAPTER 1. INTRODUCTION

The use of technology provides resources and facilities for learners to both construct and apply their knowledge. They are able to create, edit, and share contents. Most of all, with the use of technology in the classroom, students are able to choose environment themes where they feel most comfortable to study. Students are always provided with both individual and group learning space. Providing individual and group learning space is a gateway to the behavioral tendency of human beings to be able to work as individual or a group. As the consequence, schools nowadays move from “telling/lecturing” to the pedagogy of “kids teaching themselves with the teacher’s guidance (Prensky, 2008).

Covid 19 Pandemic has forced school education to be conducted online where the teaching and learning process should be conducted virtually; thus, A special learning environment is crucial to support what constitute learning based on the digital natives way of thinking. Schools must be able to engage the 21st century students and enable them to acquire and master 21st century skills. The integration of technology in teaching and learning process is essential to support situation where an offline classes cannot be conducted preventing the spread of the Covid-19. The classroom has to provide an environment and atmosphere that is allow students to create, construct their knowledge, share, and collaborate with their peers who are not only from their in-class group, but also with people from around the world.

A previous study conducted by Machmud and Basalama (2014) shows that teachers are mostly aware that they are teaching digital natives or millennial or specifically called Generation

Z; that they do not have a specific level of technology literacy in teaching digital natives; and that they do not feel threaten to teach the digital natives. However, they are fully aware of the importance of trainings for them to acquire specific level of technology literacy and knowledge to design a specific learning environment for their students.

Designing a learning environment in Pandemic situation cannot be separated from the 21st century learning environment, because it significantly emerged from that discourse. It should begin by questioning, “what constitutes learning in during pandemic?” and “what knowledge and skills students need during pandemic?” The goal of this research is to answer further questions, which are needed to address in order to design a new learning environment for digital natives or generation Z, especially in the field of English as a Foreign Language Instructions for specific purposes. Study by Machmud and Basalama (2014) also found that teacher should be able to create a learning environment that will support the digital native. Thus, the questions that will be addressed in this research are:

1. What are the needs and challenges faced by teachers to teach through pandemic?
2. How to design a learning environment (Classroom Design) relevant to teaching EFL during pandemic?
3. Is the designed learning environment effective in providing Generation Z’s needs in increasing their EFL skills?

This research is planned to be conducted in three years with each questions will be addressed each year respectively. This research is also conducted based on, and targeted to execute UNG’s Strategic Plan (RENSTRA) especially in digitalized the instructional process in all study programs. The first year of this research answers the first question of this research.

CHAPTER 2. LITERATURE REVIEW

The use of technology becomes an urgent issue in the pandemic situation where instructional process should be done remotely through online learning; thus, technology becomes part of every aspects of human life including education for the Z generation. They are millennial, social networkers, anxious to work in collaboration. They are most likely equipped with computers tablet, decent Internet access, iPads, iPods, and smartphones, the equipment that they bring everywhere they go.

Learning through projects while equipped with technology equipment allows students to Be intellectually challenged while providing them with a realistic picture of what the modern office looks like. Through projects, students acquire and refine their analysis and problem-solving skills as they work individually and in teams to find, process, and synthesize information they've found online. The numerous resources in the online world also provide each classroom with more interesting, diverse, and current learning materials. The Web connects students to experts in the real world and provides numerous opportunities for expressing understanding through images, sound, and text. As an added benefit, with technology tools and a project-learning approach, students are more likely to stay engaged and on task, reducing behavioral problems in the classroom (Edutopia Staff, 2008).

Technology also changes the way teachers teach, offering educators effective ways to reach different types of learners and to assess student understanding through multiple means. It also enhances the relationship between teacher and student. When technology is effectively integrated into subject areas, teachers grow into roles of adviser, content expert, and coach. “Technology helps make teaching and learning more meaningful and fun” (Edutopia staff, 2008, para. 6).

Studies have been conducted on the integration of technology in learning. In the area of language learning, research into the integration of technology has benefitted from the tremendous amount of studies in the use of Computer-Assisted Language Learning (Kessler, 2005, 2007; Warschauer & Healey, 1998; Fotos & Browne, 2004; Hegelmeimer, 2006).

Teachers nowadays are encouraged to integrate the use of technology in teaching learning process because they are teaching digital natives who have their own preference for learning (Prensky, 2001). The integration of technology in the teaching and learning process is essential to support the digital natives. The classroom needs to provide an environment and atmosphere that allow students to create and construct their knowledge, share and collaborate with their peers who are not only from in-class groups but also from around the world (Warschauer, 2003).

One of the technology tools that have gained attention from students nowadays is a smartphone. The number of smartphone use in Indonesia continues to increase significantly since 2011, and the number is predicted to continue growing until 2022. The number of smartphone user Indonesia has increased from only 11.7 million in 2011 to 62.69 million in 2017. The number is predicted to hit 89.86 million in 2022. This number shows that the penetration of smartphone use is continue to increase especially in Indonesia; therefore, it should be considered to use in enhancing the quality of education (Statita, 2017 as cited in Machmud & Abdulah, 2018)

Sarwar & Soomro (2013, p.218) argues that almost all walk of human life has impacted by Smartphone including in educational area. It has drastically changed the cultural norms and behavior of individuals. There are some types of learning through Smartphones: learning through sound, learning through short text messages, learning through a graphical display, learning

through information obtained from data, learning through the internet search and learning through camera and video clips (Sevari, 2012).

The emergence of negative impacts of using mobile phone at schools has sparked debates among teachers, parents, and school administrators on whether or not the use of smartphone should be banned at school. It also has drawn attention to the government in some countries. For example, France, through the Federal Education Minister, has called on schools to forbid the use of smartphone at schools in France. Although he addresses the importance of using technology in learning, he argues that phones can distract students from lessons and can be a “platform for bullying”. (Bita, 2018, para. 3). The school ban on smartphone in French primary and secondary schools will be imposed on September 2018, even though teachers and parents are still divided over the regulation (Samuel, 2017).

The Irish National Teachers’ Organization mentioned that most schools in Irish have policies to stop the use of mobile phone at school. On the other hand, some schools have a leaner policy on banning smartphone at schools considering that digital strategy has gained importance result in students’ achievement at schools as an important resource (O’Brien, 2018).

In Indonesia, the causes of the ban are mainly because of the children access to Pornography content and distraction from school lesson as the main concern. However, the government has not officially released the rule regarding the banning of smartphone use at schools in Indonesia. The ministry of Women Empowerment and Child Protection of Indonesia admitted that the government would regulate the banning of hand phone (mobile phone) at schools. The ban will be imposed to all school levels, started from primary to secondary schools (Tempo co, 2016). However, I think it requires an extensive investigation on the damage of smartphone at schools before the ban regulation is implemented.

Regarding the negative impact of using smartphone, it cannot be denied that smartphone

is one of the most powerful tools owned by most of the Z generation. It is also one of the cheapest mobile technologies compared to other mobile devices, considering that using mobile devices in many aspect of life is one of the characteristics of digital disruption era. The following is the road map of this research:



Figure 1. The Research Road Map

This research will be conducted in three years. In the first year of this research, we will conduct a need analysis as the basic inputs in designing an appropriate classroom/learning environment designed specifically for teaching during pandemic. An online survey will be used to reach more and wider respondents; we would like to gain as much as possible data from the Z generation. The outcome for the first year will be an article that will be published in an International Journal.

The results from year 1 then will be used for designing the first design of the learning environment including the possibility of conducting blended learning in the learning environment design. During the research process in year 2, a design of the learning environment will be created, and then we will seek a validation from experts and will do some necessary revision based on the reviews from the validators. On the second year we planned to publish an article in a reputable international Journal.

In the final year, we would like to create/ implement the learning environment in one or two example schools, and then investigate the affectivity of the design when it comes to increasing the students as the digital natives' learning achievement in English Subject. A book and HAKI will be the outcome of the final year.

CHAPTER 3. THE OBJECTIVES AND SIGNIFICANCES OF RESESEACRH

This research consists of three questions, as stated at the first chapter of this research, with each questions would be addressed in each year respectively. By the end of the third year of this research, a final design of a learning environment relevant to teaching during and after pandemic will be the final product of this research. The following are the objectives and significance of the first year of this research.

The Objectives

This research is the first year of this research; thus the objective of this research is to answer the first questions of this research. This research aims to analyze students' needs and recent conditions that would be the main inputs in designing the first design of a learning environment relevant to teaching during and after pandemic.

The need analysis is conducted to gain information regarding students' recent conditions regarding their obedience towards health protocol in order to avoid the spread of Covid-19. It also investigates students' conditions in keeping up with online learning that impose them to learn from home. We urges the students' to explain the advantages and disadvantages of learning online; we also ask them to write their recommendations to make the teaching and learning process during pandemic more effective both for the students as well as for the teachers.

The Significance

The information gain from the need analysis is important as the basic inputs in designing the first design of the learning environment during and after pandemic. Designing the first design

for a learning environment is the major objective for the second years of this research. Thus all information gained from the need analysis are significant to determine that first design.

CHAPTER 4. METHOD

This research will use research and development that will be conducted throughout three years spans. The research instruments that will be used in this research are online survey, Interview, and observation. Online survey will be used to gain data from as many respondents as possible.

We created an online survey to gain as many respondents as possible. We spread the link of the online survey for about two weeks through social media, then we added two more weeks to gain more respondents, but this time we asked our fellow teachers to help sharing the link to their students in their online classes. At the time we closed the access to the questionnaire, there are 4841 college students responded to this survey, they are freshman, sophomore, junior, and senior students from ten faculties in Universitas Negeri Gorontalo.

The questions in the questionnaires are specifically designed to investigate students' condition during pandemics and their perceptions of online learning. The results of this survey then analyzed and presented in this paper based on the questions asked in the questionnaires. This results will also become a significant input to design a proper learning environment that relevant to teaching during and after the pandemic, which is the wider version of our research.

Observation will be used to gain data related to the existing condition of learning environment in several schools in Gorontalo province. The following is the flow chart of the research design.

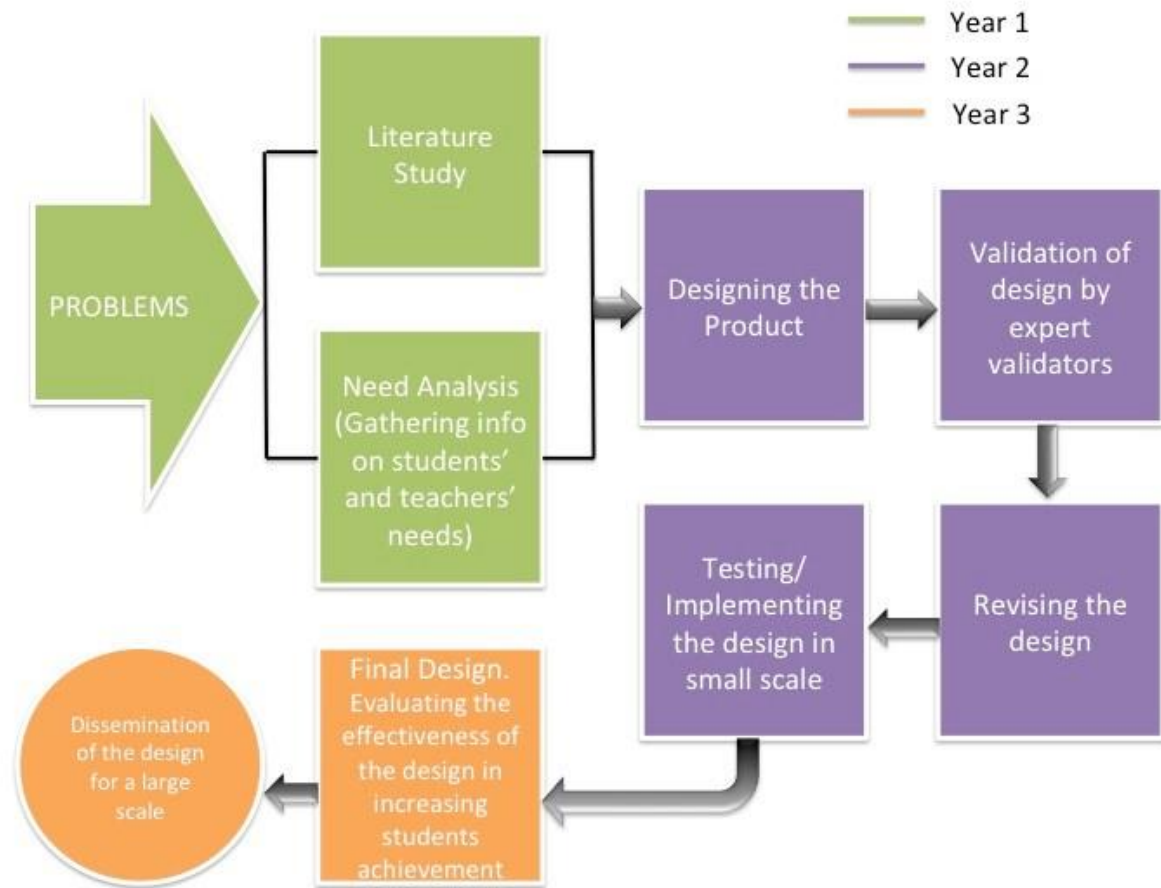


Figure 2. Flow Chart of the Research Design

At the very beginning of this research, we planned to conduct a need analysis where the information is coming from high school students who are called the digital natives or the Z generation by using online survey. Beside conducting an online survey, the data for need analysis will also gathered from online interview with EFL teachers to investigate their problems and needs related to keeping up with a pandemic situation. We are also going to conduct a literature study/analysis, which helps to draw a line between students' and teachers' needs for a sophisticated learning environment with the existing condition in Indonesian schools, especially in Gorontalo. Observation will be conducted to collect the data related to the existing condition of the classrooms in schools in Indonesia. The result of this stage will be published in a reputable international journal.

The results from the first year will be a main input in designing the learning environment/classroom. The second year will be started with the product design process, followed by seeking for validation from the expert validators. The comments and suggestions from the validation process will be used to revise the design. The first final design of the product then will be tried out in a small scale. The results of this stage will also be published in a reputable International Journal as the outcome of the second year.

The final year of this research is to implement and evaluate the effectiveness of the design in increasing the Z generations' learning achievement of English as a Foreign Language. In the final year, we planned to have a book filled with the design and all equipment and guides in creating a learning environment that relevant to a pandemic condition. We might also seek a Copy Right for the design as the outcome for the 3rd year.

Job Description of the Research Team

The research team consists of one leader and two members. The Following table is the sharing responsibilities of the research team.

Table 1. Job Description of the Researcher Team

No	Name	Field of study	Affiliation	Time allocation/ week	Job Description
1	Prof. Karmila Machmud, M.A., Phd	English Teaching	UNG	10 hours	Responsible for all process of research, started from analysis until the implementation of the design
2	Dr. Harto Malik, M.Hum	English Literature	UNG	10 hours	Help the researcher team leader in the process of collecting and analyzing data and in the process of designing the design of learning environment
3	Jhems Richard Hasan, S.Pd., M, Hum.	English Teaching (Mahasiswa S3)	IAIN Sultan Amai Gorontalo	10 hours	Responsible for designing and choosing the appropriate equipment and information systems and networking
4.	Research Assistance 1 (student)	Architecture	UNG	10 hours	Responsible for drawing the design related to the planning and drawing the layout/floor plan and interior design under supervision and collaboration with the team leader and other member of researcher.
5	Research Assistance 2 (student)	Information Technology	UNG	10 hours	Help the team regarding

					information system and networking, also help the team in data collection process
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CHAPTER 5. RESULTS AND DISCUSSION

The Results of this research are presented in two major findings. First is the students' obedience toward the implementation of Health protocol to prevent the spread of Covid-19 Virus during Work from Home policy, and second is their learning activities during Learn from Home policy. The responses gained from the students regarding these two findings will be one of the major inputs for our long term research about designing a learning environment that suitable for teaching and learning during and after pandemic. The following sections are the results from the online survey.

Students Obedience toward Health Protocol during Pandemic

We asked our students their obedience toward the health protocol that would prevent the spread of Covid 19. Students' obedience to the implementation of health protocol at schools is significantly affect the decision to conduct offline classes or hybrid, or blended learning. Because once we decide to have an offline class, where the actual class will be conducted, then the health protocol should be imposed and obeyed strictly. The health protocol that is important in preventing the spreading of Covid-19 are social distancing, wearing mask, and washing hands or using hand sanitizer on a regular basis.

The following figure shows the students' responses regarding the question about social distancing.

Apakah ketika keluar rumah anda melakukan anjuran Social Distancing / Jaga jarak?
4,646 responses

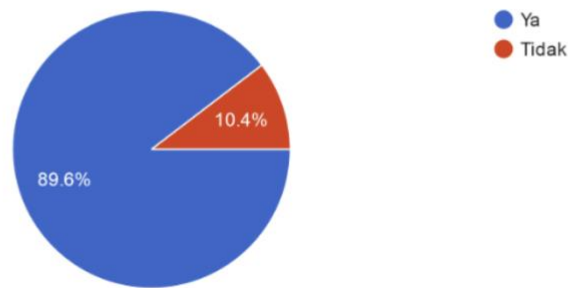


Figure 3. Social Distancing

The students are required to answer the question: “when you are in public places or outdoor, are you practicing social distancing? The figure 1 shows that 89.6% have already been practicing it, this means that they aware the importance of maintaining social distancing to prevent the spreading of the virus. This number is quite surprising considering that our culture (Asian) is a collective culture that make imposing social distancing could be a problem, yet only 10.4% from 4646 respondents answers that they did not practice social distancing.

The other health protocol-related question is whether they wear mask when they are in public places or when they went outside their house or at a present of plenty of people/crowd. Figure 2 shows their responses.



Figure 4. Using Face Mask/Face shield

The figure shows that there are 32.1% from 4685 respondents who were still not wearing mask to protect them and to protect others from the spreading of the virus. From this number, we can draw a conclusion that imposing to use mask to these young people was difficult, because even though more than half number of the respondents answer that they wore mask, there are still a bit more than 30% who preferred to not use mask while in public, even recently, when the use of mask is compulsory, Gorontalo is determined as one of the provinces in Indonesia whose more people are not wearing mask in public places.

Another important question we asked the students is whether they were washing their hands/using hand sanitizer, and changing their clothes right away after they arrived home from outside.

Apakah ketika tiba di rumah anda segera mencuci tangan dan mengganti pakaian?
4,687 responses

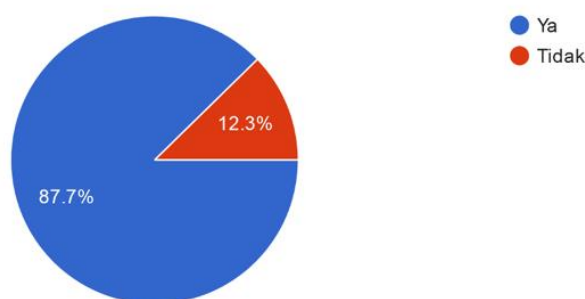


Figure 5. Wash Hands/Change Clothes

The above figures shows the results from the respondents regarding their habits to wash hands and change clothes right when they arrived home from public places. The results shows that there are 12.3 % of the respondents were not doing it, which is dangerous in terms of spreading the virus to their family/friends at home. However, the number of students who were washing their hands is quite convincing, which is 87.7% from 4687 respondents.

Issues and Problems of Learning from Home during Pandemic

In this part of this paper, we presents students' responses on the questions related to the teaching and learning process during Learning from home. We asked questions to gain their responses about the model of teaching they have been through during Learn from Home time; the online teaching platform their teacher used; how they cope with the change from regular classes to online classes; and the issues and problems they have faced during the implementation of online learning. The students' responses to these topic questions are significant in determining the learning environment, which can accommodate and facilitate their needs, while at the same time can also reduce the problem they have, might, and will face during the learning process in the learning environment that will be designed later on.

We asked the students, what happened to their learning situation during the first month of university's lockdown policy. This result is not only portraying their condition while learning from home, but also informed the way their teachers/faculty members were keeping up with their teaching during work from home.

It was around April 2020 when all activities including teaching and learning process must be done remotely from home based on series of Rector decrees that requires all activities which involved many people should be done virtually, it includes all teaching and learning process. The first question asked is how do the teaching learning process conducted during the first month of learn/work from home. At the first month of the working from home, teachers were still trying to figure out the best way of conducting the instructional process remotely from home. This can be interpreted from the students'/respondents' answers to the question, we asked the students to list the activities during those first weeks of WFH, and the following figure shows their answers.

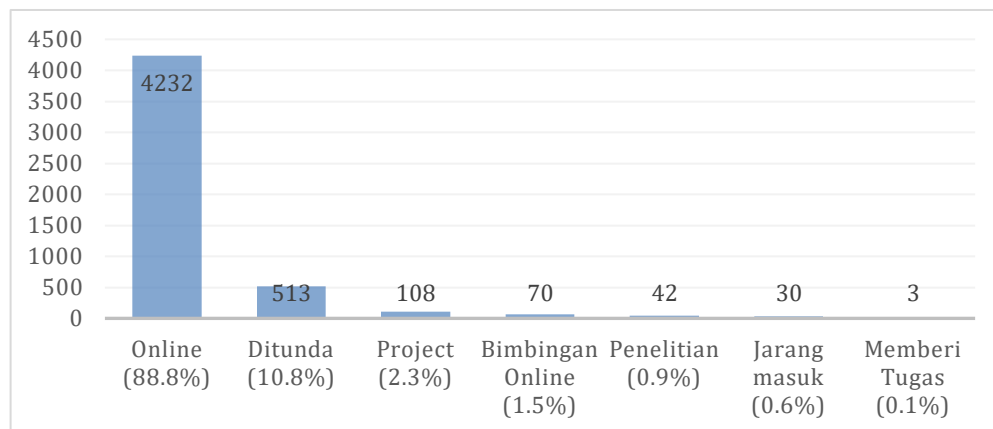


Figure 6. Teaching and learning activities during WFH

Their responses described at figure 6 shows that 88.8% the instructional process were done online. Some teachers (10.8%) prefers to postponed the lectures, 2.3% answers that they were assigned to work on project. There are students who answer that they were assigned to online supervision for

their final research (1.5%), and to conduct their research (0.9%). Some teachers preferred to skip classes as can be seen from 0.6% responses that said they seldom to conduct online classes; and 0.1% just gave assignment for the students to work at home.

Online teaching and learning is significant during pandemic; however, not many online teaching platforms were available during the first months since pandemic were declared by WHO, and if it was, most teacher still needed to figure out how to use it. The online platform used by teacher are varied, it depends on its availability and the teacher preferences. The following figure shows the online teaching/meeting platform used in teaching and learning process during WFH in Universitas Negeri Gorontalo.

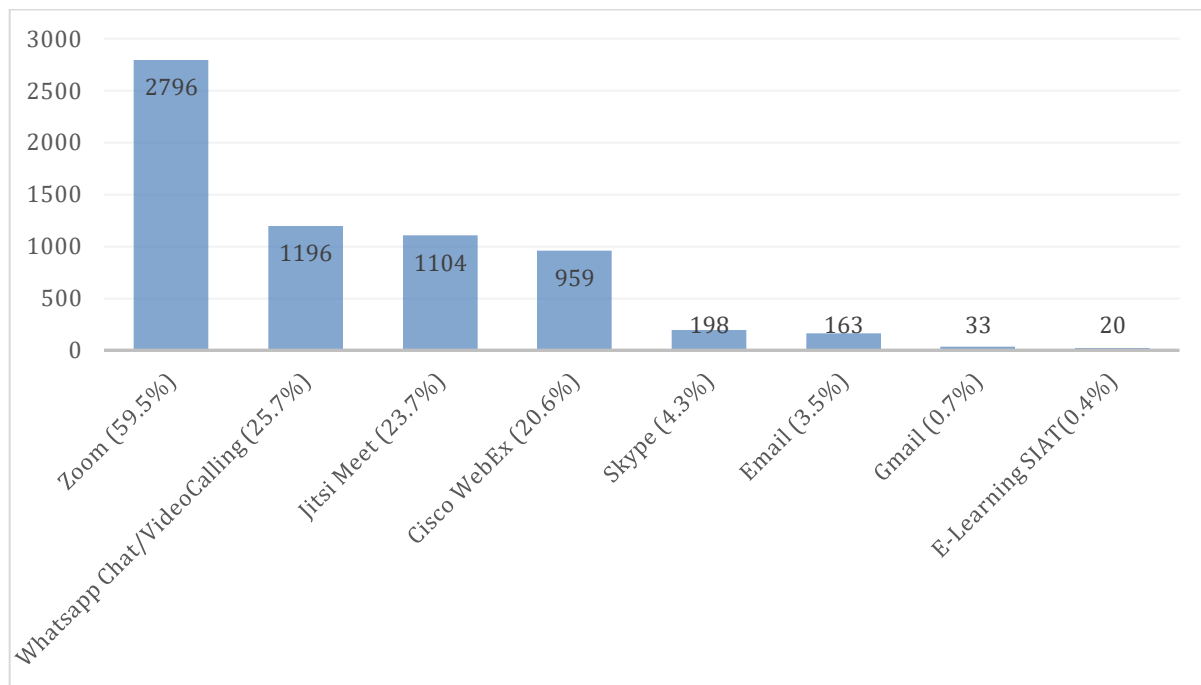


Figure 7. Online teaching/meeting platform used during WFH

The above figure shows the application used in teaching and learning process remotely from home. Those applications are Zoom, WhatsApp, Jitsi meeting, Cisco WebEx, Skype, Email, and E-learning

SIAT. The data presented in figure 6 shows that Zoom Meeting was the most favorite video conference used for online teaching and learning. More than 50% respondents answered that they used Zoom for their class sessions. Zoom has been released since January 2013, it is considered as one of video conferences with more complete features compared to other video conferences; however, its use was merely for company video conference or meeting, it was barely used for online teaching or other educational purposes.

One of interesting findings from this research is that WhatsApp chat or video calling is the second highest platform used during WFH for teaching and learning process, which is 25.7% from the total respondents answers that they used WhatsApp chat or video calling for teaching, this social media application is the most familiar application that being used in daily communication; thus, it is widely used in teaching online even though the feature offered by this application is very limited compared to zoom. The data also shows that only 0.4% respondents used E-learning SIAT; this is quite a surprise considering that SIAT is an academic system application that specifically built and used for academic system in Universitas Negeri Gorontalo. We believe this is due to the limited features provided in SIAT, one of them is it was not incorporating video calling/conference feature at that time. However, that feature has already been added on to the application recently.

There are many LMS (Learning Management System) and online teaching/meeting platforms that can be used in teaching online; however, teaching with technology requires technology literacy both by the teachers and students. Teacher and students need to understand the features offered by each application to optimized their functions. The following figure presents the data from the students regarding their Learning activities during Campus Lockdown.

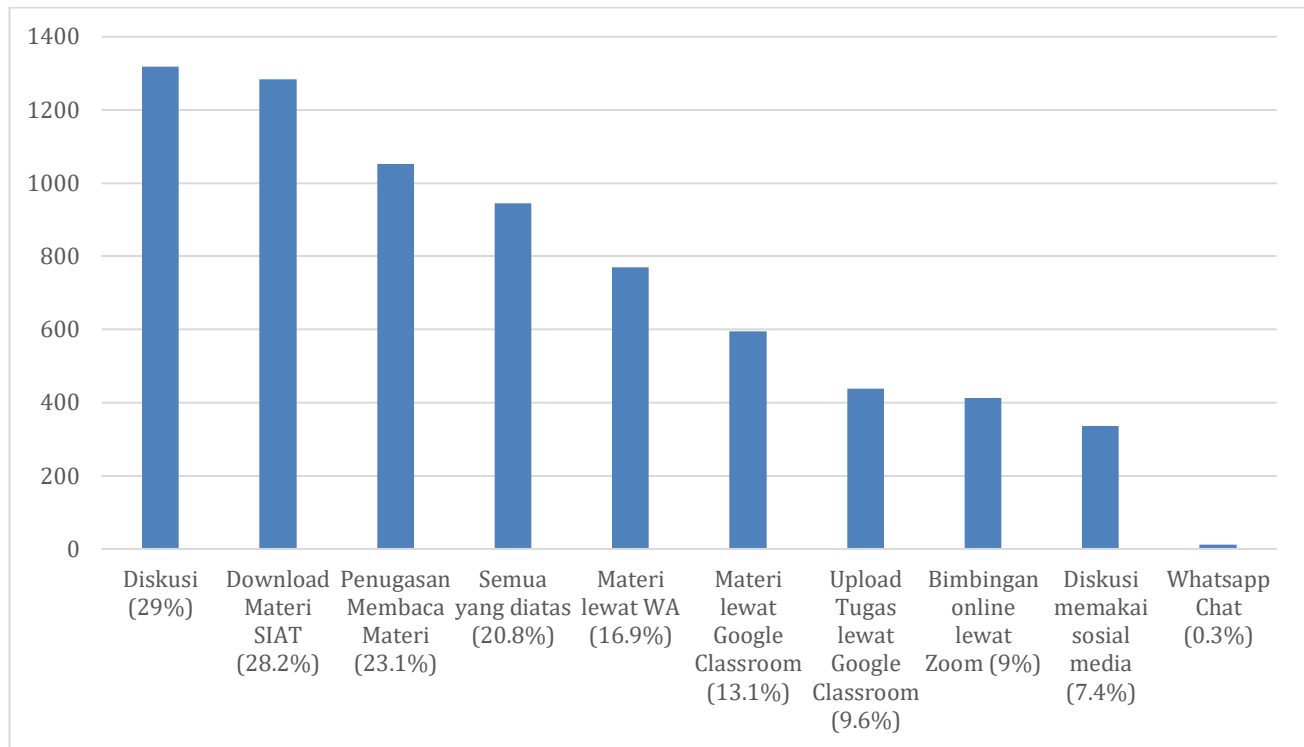


Figure 8. Online teaching activities

The data presented at figure 8 shows that 28% the instructional activity is conducted by a virtual class discussion. However, almost the same number shows that they were only asked to download teaching materials (28.2%) and then read it (23,1%). There are 20.8% respondents answered that they experienced a combination of discussion, downloading materials, and read them independently.

Teachers have tried every possible way to facilitate online learning and made it effective; however the problems emerged from the use of online learning is inevitable. We asked our research respondents to list their problems with online learning during Learn from home policy, which are presented in the following chart.

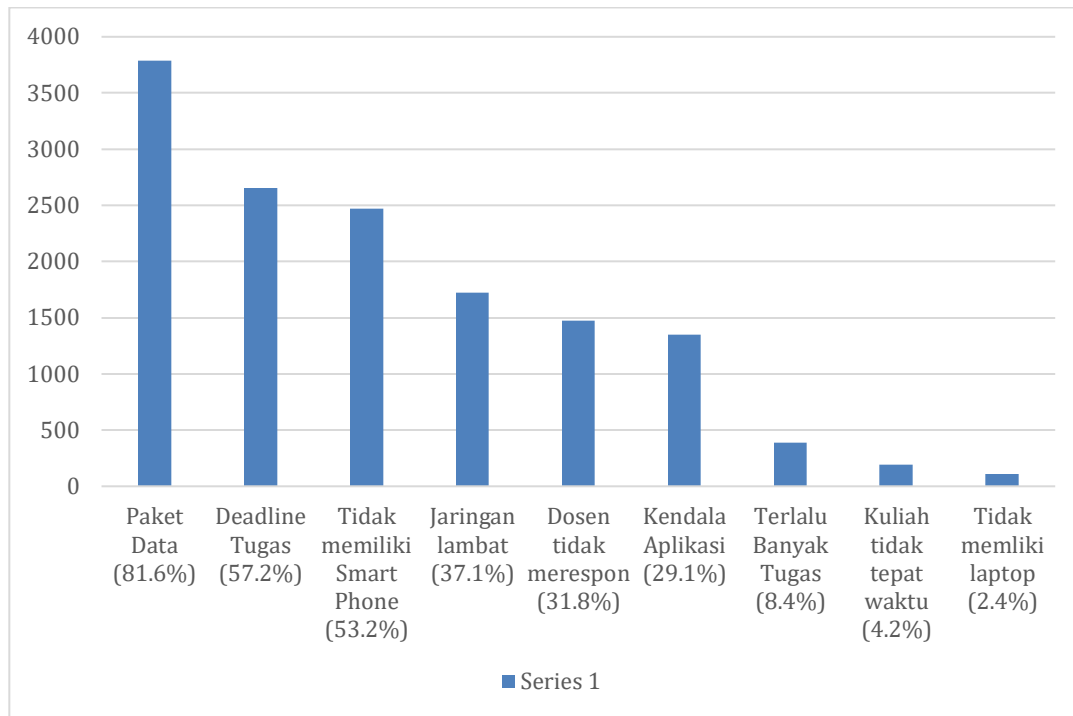


Figure 9. Problems faced by the students with Online Learning

Using technology cannot be separated from using internet access; thus, to make online learning successful it should be supported with a decent Internet access. Figure 9 shows that, as we predicted, the major problems faced by students in online learning is the difficulties for them to afford data package, because internet access is not provided in all household in Gorontalo. Online people with a decent salary/income have internet access at their houses. This means students must buy internet data package to enable the joining online teaching and learning. The second major problem faced by the students was the heavy workload of assignment given by their teacher, more than 50% responded that they were given plenty assignments with a very limited time to submit. The other problems listed by the respondents are a slow internet access and application did not work, they do not have smartphone that can support the video conference, and some also responded (2.2%) that they do not have that apparently affected their learning process. Figure 8 also shows some interesting data that can be interpreted as Teacher-related problems in an online learning, for example, 31.8%

students' mentioned that their teachers did not give any respond or feedback to their assignments, and they often start the class late or even changed the day and time which became be a problem for them because of schedule conflict.

The results of this online survey have portrayed the condition of teaching and learning during pandemic. It will be a valuable inputs for university in planning what should be done for the next semester. The voices from the students, which can be interpreted from their answers are significant to consider as we are moving forward to escape this pandemic, while at the same time are to prepare every possible ways that can facilitate an effective instructional process in a higher education institution during, and after, Covid-19 Pandemic.

CHAPTER 6. CONCLUSIONS AND RECOMMENDATIONS

Countless studies, before pandemic hit the world, have suggested the importance of using technology in instructional process; unfortunately, many teachers, even those who have access to technology, were not using technology in their teaching (Machmud, 2014). What made it worse, the used of smartphone were banned in schools, not only in Indonesia but in other parts of the world (Bita, 2018; Machmud, 2018; O'brien, 2018; Tempo, 2016). Then in early 2020, the first case of covid-19 emerged in Indonesia, and because of this, all schools and universities were closed and all the teaching and learning process should be conducted remotely from home. Smartphone and Internet access became the most significant elements to survive teaching and learning process in online mode because nothing can force teachers and students to use technology as strong as Covid-19 pandemic. Only in weeks all teachers must move their teaching virtually, and students should also keep up with it. This leads to the online learning problems mentioned by the respondent in this research.

The results of this research presented some interesting findings that can be concluded as follows: First, the activities created by the teacher for their students are very limited to sending materials on social media such as WhatsApp and e-mail then asked the students to read it independently. This is one of indicators of the lack of their technology literacy. Second, The chosen applications such as Zoom, jitsi, and google classroom, for instance, were not used effectively because most teachers only use them for lecturing and discussion; and finally, the virtual interactions that can actually be created if teachers know how to optimized the features of those apps were absent. These results suggested that most teachers were not prepared to use technology when they have to teach online; even though, teachers' technology literacy have a strong impact on the way they conduct the instructional process during pandemic.

Another conclusion that can be drawn from this research is that students' obedience to health protocol can be categorized as good; therefore, offline or hybrid, or blended learning can be an alternative way to online teaching during, and after pandemic. The level of students' obedience to health protocol is significant because having an offline classes, means a bigger chance of human interactions, and a bigger change also for spreading the Covid-19. Thus, a strict health protocol should be imposed, and this should be a responsibility of all elements in a University.

Online Learning in Universitas negeri Gorontalo is still being imposed until the first semester this year in Universitas Negeri Gorontalo, however offline classes will be resumed on the second semester this year. This means that an intensive and accurate planning should be done. There are many preparations have been done to implement this as an assurance that it will be safe and will not increase the number of Covid-19 case in Gorontalo.

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Appendix 1. The Online Survey

- ☐ Olah raga
- ☐ Berjemur
- ☐ Menulis buku/novel/cerpen
- ☐ Membaca buku/novel/cerpen/lainnya
- ☐ Berwirausaha online
- ☐ Menonton video pembelajaran online
- ☐ Bermain game online
- ☐ Other: _____

Apakah anda mahasiswa wirausaha?

- ☐ Iya (*lanjut ke pertanyaan, jika iya)
- ☐ Tidak

Jika Iya, Jenis Wirausaha yang digeluti?

- ☐ Online Shop Makanan dan Minuman
- ☐ Online Shop Pakaian/Jilbab dll
- ☐ Bisnis produk Obat-obatan
- ☐ Jualan di Warung/Toko
- ☐ Membuka Kelas belajar Daring
- ☐ Desain, Editing dan Percetakan
- ☐ Bertani
- ☐ Budidaya Ikan
- ☐ Jasa Servis dan Instal Laptop/PC
- ☐ Jasa Servis HP
- ☐ Jualan Paket Data
- ☐ Beternak Ayam
- ☐ Jasa Montir/Mekanik
- ☐ Menerima Jahit pakaian
- ☐ Videographer
- ☐ Content Creator
- ☐ Vlogger
- ☐ Other: _____

Apakah dengan pemberlakuan belajar dan bekerja dari rumah, anda masih tetap melaksanakan kegiatan wirausaha?

- ☐ Ya
- ☐ Tidak

Apakah anda masih melakukan aktifitas di luar rumah?

- ☐ Iya (lanjut ke pertanyaan Jika iya,)
- ☐ Tidak

Jika Iya, (bisa centang lebih dari 1) aktifitas luar rumah yang anda lakukan adalah:

- ☐ Bertemu teman
- ☐ Belanja
- ☐ Jalan-jalan
- ☐ Olahraga
- ☐ mencari wifi
- ☐ belajar kelompok
- ☐ Bekerja sebagai driver Gojek
- ☐ Bekerja sebagai driver Grab
- ☐ Other: _____

Apakah ketika keluar rumah anda melakukan anjuran Social Distancing / Jaga jarak?

- ☐ Ya
☐ Tidak

Apakah ketika keluar rumah anda menggunakan masker?

- ☐ Ya
☐ Tidak

Apakah ketika tiba di rumah anda segera mencuci tangan dan mengganti pakaian?

- ☐ Ya
☐ Tidak

KONDISI PERKEMBANGAN PERKULIAHAN

Bagian kedua survey ini untuk mengetahui perkembangan pelaksanaan perkuliahan selama proses belajar dari rumah.

Bagaimana pelaksanaan perkuliahan saat ini pasca diberlakukannya Surat Edaran Rektor UNG Nomor: B/365/UN47/KP/2020 tentang Prosedur Pencegahan Penyebaran COVID 19

- ☐ Dilaksanakan secara online *
- ☐ Dilaksanakan secara tatap muka
- ☐ Di tunda sementara
- ☐ Belum ada informasi dari dosen pengajar
- ☐ Penugasan
- ☐ Project

Berapa jumlah matakuliah yang di kontrak di KRS, di semester ini?

- ☐ 1-2 Matakuliah
- ☐ 3-4 Matakuliah
- ☐ 5-6 Matakuliah
- ☐ 7-8 Matakuliah
- ☐ 9-10 matakuliah
- ☐ 11-12 matakuliah

Dari seluruh matakuliah yang di kontrak di KRS, berapa matakuliah yang melaksanakan perkuliahan online?

- ☐ 1-2 Matakuliah
- ☐ 3-4 Matakuliah
- ☐ 5-6 Matakuliah
- ☐ 7-8 Matakuliah
- ☐ Semua matakuliah

*Bila Perkuliahannya dilaksanakan secara online, (bisa centang lebih dari 1) media online apa yang digunakan?

- ☐ E-learning di siat.ung.ac.id
- ☐ Google Classroom
- ☐ Google Meet / Hangout
- ☐ Jitsi Meet
- ☐ Zoom

- ☐ Cisco WebEx
☐ Skype
☐ WhatsApp Chat/Video Calling
☐ Other: _____

Media online apa yang paling sesuai buat anda gunakan?

- ☐ E-learning di siat.ung.ac.id
☐ Google Classroom
☐ Google Meet / Hangout
☐ Jitsi Meet
☐ Zoom
☐ Cisco WebEx
☐ Skype
☐ WhatsApp Chat/Video Calling
☐ Other: _____

Apakah anda pernah mengikuti pelatihan penggunaan media online tersebut di atas?

- ☐ Ya*
☐ Tidak

Jika pernah mengikuti pelatihan penggunaan salah satu atau lebih media online tersebut di atas? Dimana anda mengikuti pelatihannya?

- ☐ Sewaktu di sekolah
☐ Di Kampus UNG
☐ Melihat tutorial di Youtube
☐ Membaca petunjuknya
☐ dibantu teman
☐ Belajar sendiri secara Otodidak

Bagaimana model perkuliahan onlinenya? (bisa centang lebih dari 1)

- ☐ Berdiskusi dan mendownload materi di e-learning siat.ung.ac.id
☐ Upload tugas melalui Google Classroom
☐ diskusi melalui conference (lebih dari 5 orang)
☐ Video call
☐ Diskusi melalui Chat WA, FB, atau sosmed lainnya
☐ Penugasan/Project (lanjut ke pertanyaan, Bila dibandingkan)
☐ upload/kirim video
☐ Menonton video pembelajaran pembahasan topik yang disajikan oleh dosen
☐ Penugasan membaca materi terkait secara online
☐ Other: _____

Mana Model perkuliahan online yang paling sesuai buat anda?

- ☐ Berdiskusi dan mendownload materi di e-learning siat.ung.ac.id
☐ Upload tugas melalui Google Classroom
☐ diskusi melalui conference (lebih dari 5 orang)
☐ Video call
☐ Diskusi melalui Chat WA, FB, atau sosmed lainnya
☐ Penugasan/Project (lanjut ke pertanyaan, Bila dibandingkan)
☐ upload/kirim video
☐ Menonton video pembelajaran pembahasan topik yang disajikan oleh dosen
☐ Penugasan membaca materi terkait secara online

☐ Other: _____

Bila dibandingkan dengan perkuliahan tatap muka, Bagaimana menurut anda, jumlah penugasan/project diperkuliahan online ini

- ☐ Sama saja
☐ Lebih banyak
☐ Lebih sedikit

Apakah dosen memberikan respon (Menjawab, Memeriksa) terhadap perkuliahan/tugas onlinenya?

	Ya	Tidak	Belum
Berdiskusi dan mendownload materi di e-learning siat.uvg.ac.id	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upload tugas melalui Google Classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
diskusi melalui conference (lebih dari 5 orang)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video call	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diskusi melalui Chat WA, FB, atau sosmed lainnya	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Penugasan/Project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
upload/kirim video	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Menonton video pembelajaran pembahasan topik yang disajikan oleh dosen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Penugasan membaca materi terkait secara online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Kendala yang dihadapi di perkuliahan online (bisa centang lebih dari 1)

- ☐ Ketersediaan Akses internet (WIFI)
☐ Tidak Memiliki Smartphone
☐ Paket Data dan penggunaan Kuota
☐ Tidak tahu menggunakan aplikasi perkuliahan online
☐ Dosen tidak segera membalas pertanyaan mahasiswa
☐ Perkuliahan online tidak sesuai jadwal kuliah
☐ Kendala pada aplikasi di kuliah online
☐ Tugas yang terlalu banyak
☐ Batas waktu penyerahan tugas/project yang terlalu singkat
☐ Other: _____

Saran untuk perbaikan perkuliahan online

Your answer _____

Submit

Page 1 of 1

Clear form

Never submit passwords through Google Forms.

This form was created inside of Universitas Negeri Gorontalo. [Report Abuse](#)

Google Forms

Appendix 2. The Research Team

DAFTAR RIWAYAT HIDUP

IDENTITAS DIRI

Nama : Prof. Karmila Machmud, S.Pd, M.A., Ph.D
 NIP/NIK : 19750910 199903 2 002
 NIDN : 0010097506
 Tempat & Tanggal Lahir : Gorontalo, 10 September 1975
 Jenis Kelamin : Perempuan
 Status Perkawinan : Menikah
 Agama : Islam
 Golongan / Pangkat : IVa/Pembina
 Jabatan Akademik : Guru Besar
 Perguruan Tinggi : Universitas Negeri Gorontalo
 Alamat Perguruan Tinggi : Jl. Jend. Sudirman No.6, Dulalowo Timur Kota Tengah, Kota Gorontalo
 Nomor Telepon : -
 Alamat Rumah : Jl. Rambutan, Perum Graha Permai Blok B4, , Huangobotu, Duingi, Kota Gorontalo
 Nomor Telepon Genggam : 082196869277
 Alamat e-mail : karmila@ung.ac.id

RIWAYAT PENDIDIKAN PERGURUAN TINGGI			
Tahun Lulus	Program Pendidikan (diploma, sarjana, magister, spesialis, dan doktor)	Perguruan Tinggi	Jurusan/Program Studi
2011	Doktor	Ohio University, USA	Curriculum and Instructions
2001	Magister	The University of Sydney, Australia	Applied Linguistics
1998	Sarjana	Pendidikan Bahasa Inggris	STKIP Negeri Gorontalo

PELATIHAN PROFESIONAL/KEILMUAN/KEAHLIAN				
Tahun	Jenis Pelatihan (Dalam dan Luar Negeri)	Penyelenggara/Penerbit Sertifikat	Sertifikat	Jangka Waktu
2016	Visiting Scholar	Ohio State University, USA		

PENGALAMAN MENGAJAR			
Mata Kuliah	Program Pendidikan	Institusi/Jurusan/Program Studi	Tahun
Research on Language	S1		
Speaking	S1		
Listening	S1	Pendidikan Bahasa	

PENGALAMAN MENGAJAR			
Mata Kuliah	Program Pendidikan	Institusi/Jurusan/ Program Studi	Tahun
		Inggris	
Computer Assisted Language Learning			
Intro to Research in Language			
Seminar on Language Learning			
Statistics			

PENGALAMAN PENELITIAN			
Tahun	Judul Penelitian	Ketua/Anggota Tim	Sumber Dana
2021	Designing The Most Suitable Learning Environment Relevant to Teaching English as A Foreign Language (EFL) During Pandemic	Ketua	PNBP Rp. 45.000.000
2019	Integrating Mobile Technology in EFL Instructions to Promote Students' Learning Autonomy (Year 3)	Ketua	DP2M Dikti Rp. 56.800.000
2018	Integrating Mobile Technology in EFL Instructions to Promote Students' Learning Autonomy (Year 2)	Ketua	DP2M Dikti Rp. 145.000.000
2017	Integrating Mobile Technology in EFL Instructions to Promote Students' Learning Autonomy (Year 1)	Ketua	DP2M Dikti Rp. 150.000.000
2016	Peran Role Model Dalam Pembelajaran Bahasa Inggris Pada Konteks <i>foreign language</i> : Suatu Penelitian Kualitatif Tentang Identitas & Budaya Dalam Pembangunan Karakter Bangsa (Year 3)	Anggota	DP2M Dikti Rp. 150.000.000
2015	Teaching in 21 st Century: A Study on The Integration of Technology in EFL Curriculum (Year 2)	Ketua	DP2M Dikti Rp. 75.000.000,-
2015	Peran Role Model Dalam Pembelajaran Bahasa Inggris Pada Konteks <i>foreign language</i> : Suatu Penelitian Kualitatif Tentang Identitas & Budaya Dalam Pembangunan Karakter Bangsa (Year 2)	Anggota	DP2M Dikti Rp. 150.000.000,-

KARYA ILMIAH		
A. Buku/Bab Buku/Jurnal		
Tahun	Judul	Penerbit/Jurnal
Jurnal		
2020	Learning English as a Foreign Language in the Disruptive Digital Era: The Smartphone Use in EFL instructions	The Asian EFL Journal
2018	Developing Supplementary English Speaking Materials For Nursing Vocational School.	European Journal of English Language Teaching
2018	Technology-Integrated ESP (English for Specific Purposes) Instructions: The Engineering Students' Perspectives.	The Asian ESP Journal
2018	The Smartphone Use in Indonesian Schools: The High School Students' Perspectives	Journal of Arts and Humanities
2017	Using Smartphone-Integrated Model of Teaching to Overcome Students' Speaking Anxiety in Learning English as a Foreign Language	Journal of Arts and Humanities
2017	The Effects of Role Model Affects Teacher Identity Development in English as a Foreign Language Teaching Context.	Asian EFL Journal
2017	The Use of Smartphone in Developing Students' Reading Comprehension from Perspective of Gender Differences	Proceeding of ELTAR
2016	Re-Inventing Teachers' Competence at Early Childhood Education in Building Characters Needed for Global Competition	AI-Ulum Journal
2015	Passing Grade Criteria: A Study on Teachers' Understanding, Decision and Strategy in English Learning.	Jurnal Bahasa, Sastra, dan Budaya,
2015	The Using of Speech Act in Students' Group on Facebook English Community in SMA Negeri 1 Gorontalo.	Jurnal Bahasa, Sastra, dan Budaya,
2015	The Use of Code Switching and Code Mixing in Facilitating English as a Foreign Language (EFL Instructions) in Khairun University.	Jurnal Riset dan Pengembangan Ilmu Pengetahuan Pasca Sarjana UNG
Buku		
2019	Identitas, Budaya dan Role Model Pembelajaran Bahasa Inggris dalam Konteks Foreign Language	Pustaka Cendekia
2018	Model Kebijakan Integrasi Mobile Technology di Sekolah Menengah Umum dan Kejuruan	Deepublish
2017	Media Literacy in the Context of English as a Foreign Language (EFL) Teaching in Multidisciplinary Approaches to Media	Communication University of China (CUC) Press

KARYA ILMIAH		
A. Buku/Bab Buku/Jurnal		
Tahun	Judul	Penerbit/Jurnal
	Literacy: Research and Practice	
2017	Computer-Assisted Language Learning The English Education Program for Student-Teachers	ZAHIR Publishing
2017	Plagiarism Exercise and Finding Ways	ZAHIR Publishing
2015	Genre-Based Approach in Teaching to Write Islamic History Text	Sultan Amai Press
2015	The Integration of Technology in Language Learning	Ideas Publishing
B. Makalah/Poster		
2018	Using Mobile Phone to Overcome Students' Anxiety in Speaking English	Proceeding SHS Web of Conference

KONFERENSI/SEMINAR/LOKAKARYA/SIMPOSIUM			
Tahun	Judul Kegiatan	Penyelenggara	Panitia/Peserta/Pembicara
2019	Workshop Pemanfaatan Mobile Application	Hotel Eljie	Pembicara
2019	Workshop Pengembangan Perangkat Pembelajaran dan Sistem Penilaian berbasis HOTS	SMA Dungaliyo	Pembicara
2019	Applied Approach	Grand Zanur Hotel	Pembicara
2019	16 th International TESOL Conference	TESOL Asia	Pembicara
2018	Inspiring Talk Show: Scholarship in Higher Education	Café Merdeka	Pembicara
2018	Scholarship Workshop	Grand Zanur Hotel	Pembicara
2018	Pemilihan Duta Bahasa 2018	Sumber Ria Hotel	Pembicara
2018	Pemilihan Duta Genre 2019	Mes Haji	Pembicara
2018	GTALE Conference	Undiksa, Singaraja	Pembicara
2018	16 th Asia TEFL, 1 st HAAL, 6 th MAAL 2018 International Conference	Macau, China	Pembicara
2017	The 6 th University of Malaya Discourse and Society Conference	University of Malaya, Malaysia	Pembicara
2016	TESOL Indonesia	TESOL Asia	Pembicara
2015	CamTESOL International Conference	IDP Cambodia	Pembicara
2015	62 nd TEFLIN International Conference	TEFLIN, Solo	Pembicara
2015	The National Seminar on Teaching	English	Pembicara

KONFERENSI/SEMINAR/LOKAKARYA/SIMPOSIUM			
Tahun	Judul Kegiatan	Penyelenggara	Panitia/ Peserta/Pembicara
	English "Trend and Issues in 21 st Century"	Department, UNG	
2015	International Conference on Media Literacy	Hongkong Baptist University	Pembicara

KEGIATAN PROFESIONAL/PENGABDIAN KEPADA MASYARAKAT				
Tahun	Judul Penelitian	Ketua/Anggota Tim	Sumber Dana	Luaran
2019	Using Word Brick to Enrich Students' Vocabulary	Ketua	BOPTN	
2018	Encouraging Middle School Students to Speak English by Using DIY Boardgame	Ketua	BOPTN	
2018	Panelis Pada debat Calon Walikota dan Wakil Walikota Gorontalo	Anggota	PEMDA	
2018	Juri Sayembara Maskot dan Jingle Pemilihan Walikota dan Wakil Walikota Gorontalo	Anggota	PEMDA	
2018	Using Simple Board Game to Teach Vocabulary and Pronunciation to EFI Young Learners	Ketua	BOPTN	
2016	Juri Pemilihan Duta Bahasa Tingkat Provinsi Tahun	Anggota	PEMDA Provinsi	
2015	Instruktur pada Pengabdian Terpadu : Developing Teachers' Professionalism in Teaching The 21st Century Learners, SMA N. 1 Telaga,	Ketua	BOPTN	

PENGHARGAAN/PIAGAM		
Tahun	Bentuk Penghargaan	Pemberi
2019	Penyaji Terbaik pada Seminar Hasil Penelitian Kompetitif Nasional	Direktur Riset dan Pengabdian Masyarakat, Kemenristek DIKTI
2018	Dosen Berprestasi	Universitas Negeri Gorontalo
2012	Satya Lencana Karya Satya 10 Tahun	Presiden RI
2009	The Outstanding Excellence in Education	Ohio University
2009	Margaret J. Felsing Scholarship	School of Education,

		Ohio University
2007	Fulbright Presidential Scholarship	USA Congress
2002	Australian Development Scholarship	Australian Government

ORGANISASI PROFESI/ILMIAH		
Tahun	Jenis>Nama Organisasi	Jabatan
2015	TEFLIN	Anggota
2018	Asia TEFL	Anggota

CURRICULUM VITAE OF THE TEAM MEMBER

IDENTITAS DIRI

1	Nama lengkap	Dr. Harto S. Malik, M.Hum	
2	N I P	19661004 199303 1 010	
3	Pangkat dan golongan ruang	Pembina, IV/a	
4	Tempat Lahir / Tgl. Lahir	Kabupaten Gorontalo, 4 Oktober 1966	
5	Jenis Kelamin	Laki - Laki	
6	Jabatan Akademik	Lektor Kepala	
7	A g a m a	Islam	
8	Status Perkawinan	Menikah	
9	Status Dosen	Tetap	
10	Pendidikan Tertinggi	S3	
11	Fakultas	Sastra dan Budaya	
12	Program Studi	Pendidikan Bahasa Inggris	
13	Alamat Kantor	Jl. Jend. Sudirman No. 6 Kota Gorontalo	
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		b. Desa	Buladu
		c. Kecamatan	Kota Barat
		d. Kota	Gorontalo
		e. Propinsi	Gorontalo
16	Alamat Email	Hartomalik35@gmail.com	
17	No HP	08124412948	

*) Coret yang tidak perlu

II. RIWAYAT PENDIDIKAN

1	S 1	Universitas Sam Ratulangi	Pendidikan Bahasa dan Sastra Inggris	31 Desember 1991	Gorontalo	Drs.Husain Jusuf,M.Pd
2	S 2	Universitas Gadjah Mada	Pengkajian Amerika	25 Mei 2000	Yogyakarta	Prof.Dr.Zaki Baridwan, M.Sc
3	S 3	Universitas Negeri Jakarta	Pendidikan Bahasa	1 November 2012	Jakarta	Prof. Dr. Djaali

III. SEMINAR/CONFERENCE

No	Nama/Kursus/Latihan	Lamanya Tgl/Bln/Thn s/d Tgl/Bln/Thn	Ijasah/Tanda Lulus/Surat Keterangan Tahun	Tempat	Keterangan
1	2	3	4	5	6
1	Lokakarya Metodologi Penelitian dan Penulisan Karya Ilmiah	14 Juli 2011	2011	Universitas Negeri Gorontalo	Pembicara
2	e-Learning Application Wokshop	25-27 Mei 2011	2011	USDI ITB	Pembicara
3	Training of Trainer (TOT)	21–22 September 2012	2012	LP3 Universitas Negeri Gorontalo	Pembicara
4	Simposium Nasional Penelitian tentang Guru “Memperbanyak atau Meningkatkan Kualitas Guru”	9 Juni 2012	2012	Universitas Negeri Surabaya	Pembicara
5	Leadeship Forum	10 – Juni 2015	2015	Tangerang	Pembicara
6	Rakor Perguruan Tinggi Pariwisata se-Indonesia	23 – 25 November 2015	2015	Jakarta	Peserta

IV. TANDA JASA / PENGHARGAAN

No.	Nama Bintang / Satya Lencana / Penghargaan	Tahun Perolehan	Nama Negara / Instansi yang memberi
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1	2	3	4
1	Satya Lencana Karya Satya 10 Tahun	2005	Presiden Republik Indonesia
2	Satya Lencana Karya Satya 20 Tahun	2014	Presiden Republik Indonesia

V. PUBLIKASI

Tahun	Judul	Penerbit/Jurnal
2013	Cakrawala Perubahan (Editor)	UNG Press
2013	Pengembangan Bahan Ajar Online	Pedagogika: Jurnal Penelitian Pendidikan

VI. PENELITIAN

Tahun	Judul Penelitian	Ketua/Anggota Tim	Sumber Dana
2015	Penerjemahan Lohidu Sebagai Ragam Pantun Gorontalo Ke Dalam Bahasa Inggris Untuk Mendukung Pelestarian Sastra Daerah	ketua	PUPT/ DPRM DIkti
2016	Penerjemahan Lohidu Sebagai Ragam Pantun Gorontalo Ke Dalam Bahasa Inggris Untuk Mendukung Pelestarian Sastra Daerah (tahun ke 2)	Ketua	PUPT/ DPRM DIKTI

Lampiran 3. Letter of Acceptance and Article for International Journal



IJALS RESEARCH WEEK 2021
Workshop - Seminar - Symposium - Training

Organized by
Indonesian Journal of Advocacy & Legal Services
Faculty of Law, Universitas Negeri Semarang, Indonesia

IJALS SYMPOSIUM ON TECHNOLOGICAL ADVANCEMENT FOR SOCIAL WELFARE 2021

No : IJALS/2021/LOA/043
Subject : Letter of Acceptance

Dear Authors,

On behalf of the IJALS Symposium organizing committee, we would like to thank for your submission to our Symposium. The Scientific Committee has completed its review of your abstract submitted for the IJALS Symposium on Technological Advancement 2021. The final decision is made based on the peer-review reports, the scientific merits, and the relevance.

We are pleased to inform you that your abstract as follow has now been accepted by the Scientific Committee and will be submitted for AIP Conference Proceedings (indexed by Scopus).

Authors	Karmila Machmud, Harto Malik
Title	Designing a Learning Environment Relevant to Teaching through Pandemic: A Need Analysis

By this letter, we also provide detail information concerning the Parallel Session, including the format of full paper and timeline (as attached).

We would like to take this opportunity to congratulate for your achievement. If you have any inquiries, please do not hesitate to contact us by email or whatsapp number: +62 81225294499 (Mr Ridwan Arifin).

We look forward to see you Virtually at our event.

Cordially yours



Ridwan Arifin, S.H., LL.M.
Chair of Program

Teaching and Learning during Pandemic: An Analysis on College Students' Issues and Problems of Learning from Home Policy

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Abstract. The goal of this paper is to investigate students' condition during the first couple months of pandemic since it hit Indonesia. Since the beginning of 2020, the Covid-19 pandemic has imposed the use of technology in teaching and learning process, and nothing can enforce the use of technology in education as powerful as Covid-19 Pandemic. Schools and universities have been closed and the teaching and learning process must be done remotely through online learning to slow down the spread of the virus. Students must learn from home. Teacher has to adapt to using online learning platform during this pandemic. However, the e-learning process are still far from perfection as it still caused many problems for teachers and students as well; therefore, a suitable and appropriate learning environment needed to be created for improving the existing learning environment that is safe and effective for students and teacher during pandemic. This research aims to gain the basic inputs in designing an appropriate classroom/learning environment specifically for teaching during and, hopefully, after pandemic. An online survey is spread to reach more and wider respondents; because we would like to gain as much as possible data from the Z generation. There are as many as 4841 college students in Gorontalo responded to the survey. The Result of this research shows the students' condition on the first couple of months when the pandemic hit Indonesia, especially the province of Gorontalo, that affected the teaching and learning process in our university. The issues and problems surrounding the implementation of online learning as well as the students' life facing the covid-19 pandemic will be presented in more detail in this paper.

INTRODUCTION

The integration of technology in education is inevitable and significant. Some studies have suggested that the use of technology will improve the teaching and learning process as long as teachers understand the concepts and know how to implement the use of it in teaching and learning process, (Machmud, 2020). Teachers can even bring social networking into classroom (Bowers-Campbell, 2011; Pytash, Ferdig, Kist, and Kratcoski, 2013; Doerr-Stevens, Beach & Boeser, 2011; Richard, 2011). However, before the Covid-19 Pandemic, teachers were still reluctant to use

technology in their teaching and learning process (Machmud, 2014). The reasons of the absence of technology use in a normal classroom were including, but not limited to teachers' lack of technology literacy and their lack of motivation to learn how to use it in instructional process; to the fact that they have satisfied with their current approach to teaching which was not involving the use of current technology devices; and to the heavy load of their works and schedules that made it difficult to devote their time to learn and create lessons with the integration of technology (Machmud, 2014).

Back in March 2020, the first case of Covid-19 hit Indonesia, and suddenly it changed everything. Schools and universities are locked down, the teaching and learning process must be conducted remotely from home to prevent the spread of the deadly virus. The concept of Study from Home means that learning can happen anytime and anywhere. This means that the use of technology is inevitable; and the decent access to Internet connection becoming significant. Teacher who were never used any online learning platform must force themselves to learn how to use it, even though until now, one year later, teachers are still figuring out the best way of using online teaching/meeting platforms such as zoom, google meet, jitsy, and other platforms. This condition is affecting the existence of classroom where the teaching and learning process occur. The existence of classroom cannot be just wiped out from our education system, because what happened now is that most teaches are only moving the classroom from an actual classroom to a virtual classroom; therefore, we need to start thinking to have a suitable learning environment that can facilitate the teaching and learning process during and, possibly, after the pandemic.

This paper elaborated the results that we collected from online survey about the college students' condition during the first year since the pandemic hit Indonesia. We asked the students about how they cope with pandemic and their problems facing the online learning that being imposed since the university locked down. This information is significant for the university to decide what should be done to help students survive during pandemic. The results is also an important part of our wider research in designing a learning environment that suitable for teaching during and after pandemic. We created questions that results in an initial important information that help to design a proper learning environment as a further research. This article discusses the results of online survey that being spread to college students in Universitas Negeri Gorontalo.

METHOD

We created an online survey to gain as many respondents as possible. We spread the link of the online survey for about two weeks through social media, then we added two more weeks to gain more respondents, but this time we asked our fellow teachers to help sharing the link to their students in their online classes. At the time we closed the access to the questionnaire, there are 4841 college students responded to this survey, they are freshman, sophomore, junior, and senior students from ten faculties in Universitas Negeri Gorontalo.

The questions in the questionnaires are specifically designed to investigate students' condition during pandemics and their perceptions of online learning. The results of this survey then analyzed and presented in this paper based on the questions asked in the questionnaires. This results will also become a significant input to design a proper learning environment that relevant to teaching during and after the pandemic, which is the wider version of our research.

RESULTS

The Results of this research are presented in two major findings. First is the students' obedience toward the implementation of Health protocol to prevent the spread of Covid-19 Virus during Work from Home policy, and second is their learning activities during Learn from Home policy. The responses gained from the students regarding these two findings will be one of the major inputs for our long term research about designing a learning environment that suitable for teaching and learning during and after pandemic. The following sections are the results from the online survey.

Students Obedience toward Health Protocol during Pandemic

We asked our students their obedience toward the health protocol that would prevent the spread of Covid 19. Students' obedience to the implementation of health protocol at schools is significantly affect the decision to conduct offline classes or hybrid, or blended learning. Because once we decide to have an offline class, where the actual class will be conducted, then the health protocol should be imposed and obeyed strictly. The health protocol that is important in preventing the spreading of Covid-19 are social distancing, wearing mask, and washing hands or using hand sanitizer on a regular basis.

The following figure shows the students' responses regarding the question about social distancing.



FIGURE 1. *Social Distancing*

The students are required to answer the question: “when you are in public places or outdoor, are you practicing social distancing? The figure 1 shows that 89.6% have already been practicing it, this means that they aware the importance of maintaining social distancing to prevent the spreading of the virus. This number is quite surprising considering that our culture (Asian) is a collective culture that make imposing social distancing could be a problem, yet only 10.4% from 4646 respondents answers that they did not practice social distancing.

The other health protocol-related question is whether they wear mask when they are in public places or when they went outside their house or at a present of plenty of people/crowd. Figure 2 shows their responses.



FIGURE 2. *Using Face Mask/Face shield*

The figure shows that there are 32.1% from 4685 respondents who were still not wearing mask to protect them and to protect others from the spreading of the virus. From this number, we can draw a conclusion that imposing to use mask to these young people was difficult, because even though more than half number of the respondents answer that they wore mask, there are still a bit more than 30% who preferred to not use mask while in public, even recently, when the use of mask is compulsory, Gorontalo is determined as one of the provinces in Indonesia whose more people are not wearing mask in public places.

Another important question we asked the students is whether they were washing their hands/using hand sanitizer, and changing their clothes right away after they arrived home from outside.



FIGURE 3. *Wash Hands/Change Clothes*

The above figures shows the results from the respondents regarding their habits to wash hands and change clothes right when they arrived home from public places. The results shows that there are 12.3 % of the respondents were not doing it, which is dangerous in terms of spreading the virus to their family/friends at home. However, the number of students who were washing their hands is quite convincing, which is 87.7% from 4687 respondents.

Issues and Problems of Learning from Home during Pandemic

In this part of this paper, we presents students' responses on the questions related to the teaching and learning process during Learning from home. We asked questions to gain their responses about the model of teaching they have been through during Learn from Home time; the online teaching platform their teacher used; how they cope with the change

from regular classes to online classes; and the issues and problems they have faced during the implementation of online learning. The students' responses to these topic questions are significant in determining the learning environment, which can accommodate and facilitate their needs, while at the same time can also reduce the problem they have, might, and will face during the learning process in the learning environment that will be designed later on.

We asked the students, what happened to their learning situation during the first month of university's lockdown policy. This result is not only portraying their condition while learning from home, but also informed the way their teachers/faculty members were keeping up with their teaching during work from home.

It was around April 2020 when all activities including teaching and learning process must be done remotely from home based on series of Rector decrees that requires all activities which involved many people should be done virtually, it includes all teaching and learning process. The first question asked is how do the teaching learning process conducted during the first month of learn/work from home. At the first month of the working from home, teachers were still trying to figure out the best way of conducting the instructional process remotely from home. This can be interpreted from the students'/respondents' answers to the question, we asked the students to list the activities during those first weeks of WFH, and the following figure shows their answers.

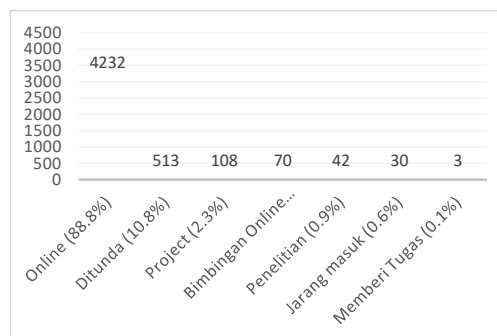


FIGURE 4. *Teaching and learning activities during WFH*

Their responses described at figure 4 shows that 88.8% the instructional process were done online. Some teachers (10.8%) prefers to postponed the lectures, 2.3% answers that they were assigned to work on project. There are students who answer that they were assigned to online supervision for their final research (1.5%), and to conduct their research (0.9%). Some teachers preferred to skip classes as can be seen from 0.6% responses that said they seldom to conduct online classes; and 0.1% just gave assignment for the students to work at home.

Online teaching and learning is significant during pandemic; however, not many online teaching platforms were available during the first months since pandemic were declared by WHO, and if it was, most teacher still needed to figure out how to use it. The online platform used by teacher are varied, it depends on its availability and the teacher preferences. The following figure shows the online teaching/meeting platform used in teaching and learning process during WFH in Universitas Negeri Gorontalo.

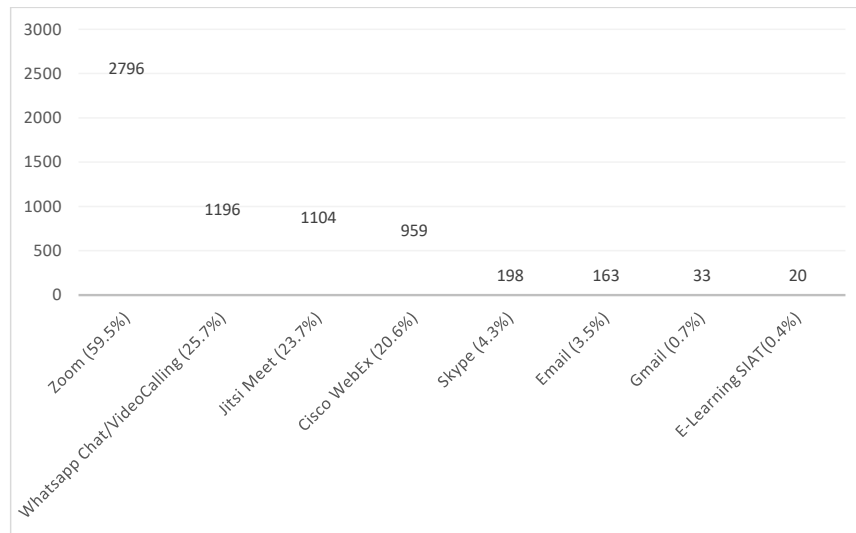


FIGURE 5. *Online teaching/meeting platform used during WFH*

The above figure shows the application used in teaching and learning process remotely from home. Those applications are Zoom, WhatsApp, Jitsi meeting, Cisco WebEx, Skype, Email, and E-learning SIAT. The data presented in figure 5 shows that Zoom Meeting was the most favorite video conference used for online teaching and learning. More than 50% respondents answered that they used Zoom for their class sessions. Zoom has been released since January 2013, it is considered as one of video conferences with more complete features compared to other video conferences; however, its use was merely for company video conference or meeting, it was barely used for online teaching or other educational purposes.

One of interesting findings from this research is that WhatsApp chat or video calling is the second highest platform used during WFH for teaching and learning process, which is 25.7% from the total respondents answers that they used WhatsApp chat or video calling for teaching, this social media application is the most familiar application that being used in daily communication; thus, it is widely used in teaching online even though the feature offered by this application is very limited compared to zoom. The data also shows that only 0.4% respondents used E-learning SIAT; this is quite a surprise considering that SIAT is an academic system application that specifically built and used

for academic system in Universitas Negeri Gorontalo. We believe this is due to the limited features provided in SIAT, one of them is it was not incorporating video calling/conference feature at that time. However, that feature has already been added on to the application recently.

There are many LMS (Learning Management System) and online teaching/meeting platforms that can be used in teaching online; however, teaching with technology requires technology literacy both by the teachers and students. Teacher and students need to understand the features offered by each application to optimized their functions. The following figure presents the data from the students regarding their Learning activities during Campus Lockdown.

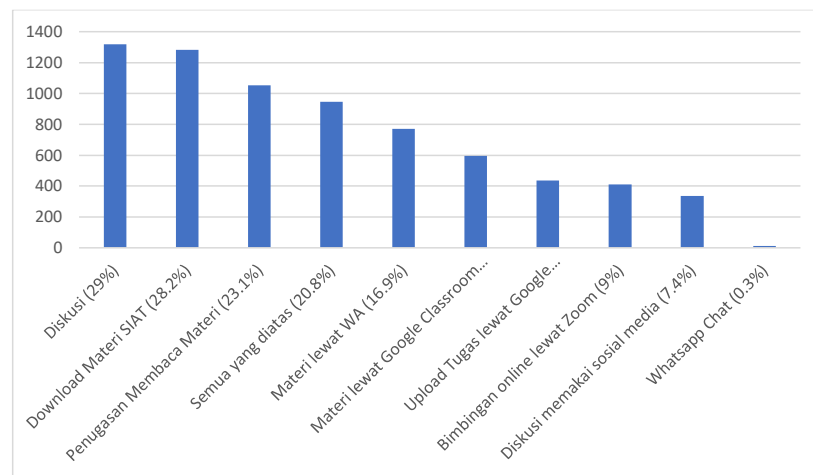


FIGURE 6. *Online teaching activities*

The data presented at figure 5 shows that 28% the instructional activity is conducted by a virtual class discussion. However, almost the same number shows that they were only asked to download teaching materials (28.2%) and then read it (23.1%). There are 20.8% respondents answered that they experienced a combination of discussion, downloading materials, and read them independently.

Teachers have tried every possible way to facilitate online learning and made it effective; however the problems emerged from the use of online learning is inevitable. We asked our research respondents to list their problems with online learning during Learn from home policy, which are presented in the following chart.

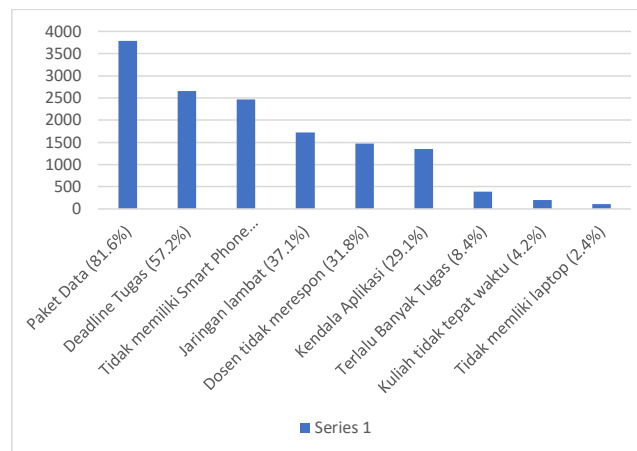


FIGURE 7. Problems faced by the students with Online Learning

Using technology cannot be separated from using internet access; thus, to make online learning successful it should be supported with a decent Internet access. Figure 7 shows that, as we predicted, the major problems faced by students in online learning is the difficulties for them to afford data package, because internet access is not provided in all household in Gorontalo. Online people with a decent salary/income have internet access at their houses. This means students must buy internet data package to enable the joining online teaching and learning. The second major problem faced by the students was the heavy workload of assignment given by their teacher, more than 50% responded that they were given plenty assignments with a very limited time to submit. The other problems listed by the respondents are a slow internet access and application did not work, they do not have smartphone that can support the video conference, and some also responded (2.2%) that they do not have that apparently affected their learning process. Figure 7 also shows some interesting data that can be interpreted as Teacher-related problems in an online learning, for example, 31.8% students' mentioned that their teachers did not give any respond or feedback to their assignments, and they often start the class late or even changed the day and time which became be a problem for them because of schedule conflict.

The results of this online survey have portrayed the condition of teaching and learning during pandemic. It will be a valuable inputs for university in planning what should be done for the next semester. The voices from the students, which can be interpreted from their answers are significant to consider as we are moving forward to escape this pandemic, while at the same time are to prepare every possible ways that can facilitate an effective instructional process in a higher education institution during, and after, Covid-19 Pandemic.

CONCLUSION

Countless studies, before pandemic hit the world, have suggested the importance of using technology in instructional process; unfortunately, many teachers, even those who have access to technology, were not using technology in their teaching (Machmud, 2014). What made it worse, the used of smartphone were banned in schools, not only in Indonesia but in other parts of the world (Bita, 2018; Machmud, 2018; O'brien, 2018; Tempo, 2016). Then in early 2020, the first case of covid-19 emerged in Indonesia, and because of this, all schools and universities were closed and all the teaching and learning process should be conducted remotely from home. Smartphone and Internet access became the most significant elements to survive teaching and learning process in online mode because nothing can force teachers and students to use technology as strong as Covid- 19 pandemic. Only in weeks all teachers must move their teaching virtually, and students should also keep up with it. This leads to the online learning problems mentioned by the respondent in this research.

The results of this research presented some interesting findings that can be concluded as follows: First, the activities created by the teacher for their students are very limited to sending materials on social media such as WhatsApp and e-mail then asked the students to read it independently. This is one of indicators of the lack of their technology literacy. Second, The chosen applications such as Zoom, jitsi, and google classroom, for instance, were not used effectively because most teachers only use them for lecturing and discussion; and finally, the virtual interactions that can actually be created if teachers know how to optimized the features of those apps were absent. These results suggested that most teachers were not prepared to use technology when they have to teach online; even though, teachers' technology literacy have a strong impact on the way they conduct the instructional process during pandemic.

Another conclusion that can be drawn from this research is that students' obedience to health protocol can be categorized as good; therefore, offline or hybrid, or blended learning can be an alternative way to online teaching during, and after pandemic. The level of students' obedience to health protocol is significant because having an offline classes, means a bigger chance of human interactions, and a bigger change also for spreading the Covid-19. Thus, a strict health protocol should be imposed, and this should be a responsibility of all elements in a University.

Online Learning in Universitas negeri Gorontalo is still being imposed until the first semester this year in Universitas Negeri Gorontalo, however offline classes will be resumed on the second semester this year. This means that an intensive and accurate planning should be done. There are many preparations have been done to implement this as an assurance that it will be safe and will not increase the number of Covid-19 case in Gorontalo.

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