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Self-Phased Learning for Reducing Teachers’ Learning Loss with Guru Binar

Kisno^{*1}, Catur Tina Anggraeni², Rita M. Siregar³, Lidia Apriliana Nainggolan⁴

¹Management Study Program, Sekolah Tinggi Akuntansi dan Manajemen Indonesia (STAMI)

²SMA Negeri 1 Srono, Kab. Banyuwangi, Jawa Timur, Indonesia

^{3,4}English Education Study Program, Universitas HKBP Nommensen Pematangsiantar

* email korespondensi: d.shinoda85@gmail.com

Abstract

Most of educational activities has been interrupted by the existence of Covid-19 pandemic. An alternative in online learning such as Massive Open Online Courses (MOOC) came up as the temporary solution. Despite their existence, MOOCs did not warrant the successful online learning. Both teachers and students experienced learning loss during the pandemic situation and this phenomenon was undeniable. The aim of this paper is to investigate how Guru Binar as one of the MOOCs succeeded in reducing teachers’ learning loss. This paper implemented qualitative method and a structured-interview was carried out to the selected participants of Guru Binar users in Indonesia from primary and secondary schools. Three focus group discussions were held and eight Guru Binar participated in this research. It was found that Guru Binar was successful in reducing teachers’ time loss via interactive talkshow and webinar and the online classes helped users spend qualified time with innovative games. To sum up, a platform like Guru Binar was successful in diminishing learning loss and was recommended for the in-service teachers and prospective teachers for continuous professional development.

Keywords: Learning Loss; Massive Open Online Course; Self-Phased Learning

Abstrak

Kehadiran pandemi Covid-19 telah mengakibatkan gangguan bagi hampir seluruh aktivitas pendidikan. Sebuah alternatif berupa Kursus Masif Daring Terbuka muncul sebagai salah satu solusi alternatif sementara waktu. Meskipun demikian, Kursus Masif Daring Terbuka tidak menjamin keberhasilan pembelajaran daring. Baik guru maupun peserta didik mengalami ketertinggalan belajar selama situasi pandemi dan fenomena ini tidak dapat dielakkan. Tujuan dari penelitian adalah untuk mengetahui bagaimana Guru Binar sebagai salah satu Kursus Masif Daring Terbuka berhasil mengurangi ketertinggalan belajar guru. Penelitian ini menerapkan metode kualitatif dan wawancara terstruktur dilakukan kepada peserta penelitian. Tiga diskusi kelompok terfokus dan delapan peserta dilibatkan dalam penelitian ini. Hasil penelitian menunjukkan bahwa Guru Binar berhasil mengurangi waktu ketertinggalan belajar guru melalui acara diskusi dan webinar; selain itu kelas daring membantu peserta dalam memanfaatkan waktu melalui permainan yang interaktif. Sebagai kesimpulan, platform Guru Binar berhasil mengurangi waktu ketertinggalan belajar dan direkomendasikan bagi guru dan calon guru untuk meningkatkan pengembangan profesi berkelanjutan.

Kata kunci: Ketertinggalan Belajar; Kursus Masif Daring Terbuka; Belajar Swapacu

A. Introduction

In every teaching and learning process includes EFL class, the students are the core of the process. This concept is also well known as student-centered learning. Nowadays, there is a shift from teacher-centered to student-centered learning (Mokoginta, 2013; Suwartono & Aniuranti, 2018). Emaliana (2017) argues that student-ce

The existence of the Covid-19 outbreak since the end of 2019 has brought about impact on many sectors of human life. One of the impacted sectors is education which has been abruptly disrupted by the pandemic. Schools shutdown was taken as a policy to restrain the spread of the Covid-19 (Kuhfeld, et al., 2020; Engzell, Frey, & Verhagen, 2021) and this policy has affected nearly 1.6 billion or 94 percent learners in more than 190 countries worldwide (UN, 2020). Some alternatives have been taken

to mitigate this educational disruption such as distance learning, radio and television educational broadcast, virtual learning (Salim, Darmawan, & Jainuddin, 2020), and semi-online face to face learning. However, both teachers and students require new skills in administering distance learning (Yarrow, Masood, & Afkar, 2020). During distance learning in the Covid-19 pandemic, learning loss is unavoidable. Studies related to learning loss due to teachers' absence, schools' closures, online learning and electronically-supported education approach conclude negative impacts on the students' learning preparation and achievement (Miller, 2012; Turner, Hughes, & Presland, 2020; White, 2020; Giri & Dutta, 2021). No country, no school, no formal and non-formal educational institution survives from the learning loss caused by the Covid-19 pandemic disruption.

Despite the ongoing pandemic, the learning process nationwide and worldwide experiences advanced transformation. The lockdown policy in Indonesia forced the educational institutions to carry out learning from home or distance learning. As a result, the teaching-learning alternatives can easily be found in the forms of online classes engaging information and communication technology (ICT). Most of these online classes, which are fundamental during the Covid-19 pandemic, are implemented in live interactive sessions (Dutta, 2020). In Indonesia, the online learnings are carried out through Google Classrooms, Google Meet, Skype, Kaizala, Webex, Whatsapp Classes, Edmodo, and Microsoft Teams. The massive emergence of webinars through zoom meeting or zoominars and live YouTube sessions colors the online learning situation. In addition, the use of social media (Facebook, Instagram, and YouTube) has been increasing during online learning despite their exclusive effectiveness on theoretical courses (Nadeak, 2020). Then, blended learning, which joins the traditional learning method and the updated one, appears as the other alternative (Resien, Sitompul, & Situmorang, 2020). Additionally, Massive Open Online Courses (MOOC) comes up to complete the blended learning. MOOC is participative heterogenous users, free and accessible learning

materials, internet-based medium for learners, and content-based offer to online learning (Lubis, Idrus, & Rashid, 2020).

Learning loss during the pandemic crises has not been only experienced by students but also teachers. Concerning the learning loss during the Covid-19 pandemic, MOOC is fruitfully to narrow and fill the gap of learning loss especially for teachers. Through MOOC, teachers are expected to improve their capacity in carrying out online classes which should involve both synchronous and asynchronous activities. Further, teachers' professional development is still running in spite of their daily teaching and learning activity (Napitupulu, Napitupulu, & Kisno, 2019). In other words, teachers spend their spare time so as to meet the requirement of their professional development. Nevertheless, it is interesting to find that some teachers in Indonesia are looking for shortcut to their professional development. They need certificate stating that they have completed some courses, attended webinars, or finished workshops but their motivation in active participation is low. This phenomenon is categorized as a learning loss since no activity is performed and those teachers become certificate-oriented (Sudianto, 2020). To prevent this learning loss, a reliable self-phased MOOC is required. The MOOC must ensure that the users i.e teachers follow all the course structure step by step. Equally important, every course structure is truly reviewed by the course facilitators and providers.

Guru Binar is one of MOOC platforms that appeared as the teachers' professional development media in Indonesia in October 2020. It is a self-phased learning platform aimed to improve a holistic, integrated, and systematic teachers' professional development. Furthermore, its eventual existence objective is to increase teachers' competency in Indonesia. It provides the qualified training access adjusted to its users' i.e. teachers' learning necessity and phases. As the first platform of teachers' professional development in Indonesia (accessed via <https://guru binar.id/>), it provides some benefits for teachers such as 32-credit hour-certified training,

course scholarship, and andragogy-based online training. Guru Binar meets the requirement of blended learning consisting of synchronous and asynchronous activities through webinars, talkshow, and the combination of online/offline courses. It also fulfills the requirement of MOOC such as unlimited number of registrant, no participation fee, online-performed activities, and the completeness of steps from registration, learning phases, and assessment (Lubis, Idrus, & Rashid, 2020). In addition, Guru Binar provides a widely-range facilitators background such as ICT (Virtual/Augmented Reality) and Distance Learning, Literacy, Pedagogy, Andragogy, Education Management, Science Engineering Technology Arts and Mathematics (STEAM), Language Proficiency (Indonesia and English language), Sociology, and Psychology.

There are few studies concerning MOOC and teachers such as the use of Digitala Skyfollet for increasing teachers' digital competence in Swedish Schools and the complexity of teacher's professional development via MOOC (Karlsson & Godhe, 2016; Gonçalves & Osório, 2018). Though both studies related MOOC and teachers' professional development, there is no one concerning on learning loss. This study aims to investigate how Guru Binar diminishes teachers' learning loss during the Covid-19 outbreak period. Besides, the significance of this study is profitable for (prospective) teachers and education practitioners including students. This research is expected to increase the teachers' knowledge of 4.0/5.0 learning and their professional development so as to improve the quality of education in Indonesia.

B. Literature Review

Blended Learning

Blended learning is the way of implementing teaching and learning activities so as to reach the learning objectives and learning is the keyword to education. The core of learning is expected to provide an absolute shift

of behavior in the term of knowledge, and skills of an individual (Oktaria, Sasongko, & Kristiawan, 2021).

Blended learning is often associated with the combination of online learning and face to face learning (Chaeruman & Maudiarti, 2018). It is a consideration upon learning in the way of how a learner picks up a learning strategy in order to achieve certain learning outcomes level. That is to say, blended learning and other learning process purposes to create optimum learning events. Blended learning is considered a versatile way to introduce new elements of online media into a course while still recognizing the merits of face-to-face contact so that this mixture or 'blend' combines the best of both worlds (Tuomainen, 2016). Through blended learning, learners have more time to learn, ask the teachers and they could access the learning resources via web, video streaming, or other form of communications (Utama, 2019).

Blended learning as known as hybrid learning combines the excellence of conventional learning model with the significance of online learning in terms of presenting student-centered learning. Blended learning is claimed to be able to adjust the characteristics and necessity of its learners. Formerly, the learners simply obtained face to face conventional learning, then with blended learning, the learners would be able to improve their learning quality though positive characteristics of online learning (Ansori, 2018). This type of distance education can be implemented in both synchronous and asynchronous modes, the two of which should operate in a complementary manner. On one hand, synchronous online education implies connecting teachers and students at the same time. On the other hand, asynchronous online education implies that teaching and learning activities are carried out independently of time and place (Careaga-Butter, Badilla-Quintana, & Fuentes-Henríquez, 2020). In blended learning, the learning activities options between synchronous and asynchronous can be seen in Table 1.

Table 1. Blended Learning Setting

Synchronous Learning		Asynchronous Learning	
Live Synchronous Learning (LSL)	Virtual Synchronous Learning (VSL)	Self-Directed Asynchronous Learning (SAS)	Collaborative Asynchronous Learning (CAL)
<ul style="list-style-type: none"> • Lecture • Discussion • Practice • Workshop • Seminar • Lab practice • Field trips 	<ul style="list-style-type: none"> • Virtual class • Audio-conference • Video-conference • Web-based conference (webinar) 	<ul style="list-style-type: none"> • Reading • Watching (video, webcast) • Listening (audio, audio cast) • Online Study • Simulation • Drill and practice • Test/quiz • Journal/publication (wiki, blog, etc.) 	<ul style="list-style-type: none"> • Participating in discussion forum • Online assignment (individual or group) • Group research/project • Sharing publication • Learning community of practice

In short, blended learning has the potential to facilitate (Matheos & Cleveland-Innes, 2018):

1. Improved student engagement and performance
2. Improved design, learning outcomes, and assessment
3. Improved retention and reduced time to degree
4. Adaptive and competency-based learning
5. New literacies and collaborations
6. Skills for lifelong learning
7. Optimization of resources/cost reduction

Massive Open Online Course (MOOC)

A MOOC is believed to be adaptable to the learners' need and personal goals (Zezou, 2017). It enhances learners' autonomy and make them responsible of their own learning, as they determine the pace and frequency of their studying. A study guide is offered to the learners to help them keep up with the learning process, but it is up to the learner to follow it or not. In other words, the participation in MOOC is volunteering activity by the creators or the learners (Silvana & Fajar, 2016) or self-phased learning in the point of view of the learners.

A MOOC is a massive, free and open course in context of online training (Garcés, 2020). It is an innovation aiming at spreading the positive impacts of this technology enhanced learning was initiated through the development and running of Massive Open Online Courses (Triyoko & Hasbi, 2018). Their potential as a training tool is remarkable, since this type of course not only allows students to receive training designed by professionals at a distance and interact online, but also to arrange their participation according to their initial knowledge and skills, interests, and training objectives (Haklev & Slotta, 2017). Some MOOCs such as edX (edx.org), Udacity (udacity.com), Udemy (udemy.com), Coursera (coursera.org) and IndonesiaX have been well known (Sanjaya, 2020).

In general, the learning characteristics of MOOC are as in the followings (Baturay, 2015):

1. Video. It usually divided into some parts with 5-10 minute-duration for every video.
2. Assessment using (a) automatic assessment with multiple choice or (b) peer-review of each participant based on the determined criteria.
3. Forum. Participants are enabled to interact with other participants or instructors.
4. Reading text. Usually online form provided by the instructors.
5. Live coaching. It is an additional feature in which the participants are

- able to interact through live video conference with the instructors.
6. Social media. The participants are able to continue their discussion in certain platforms such as facebook, and so on.

C. Method

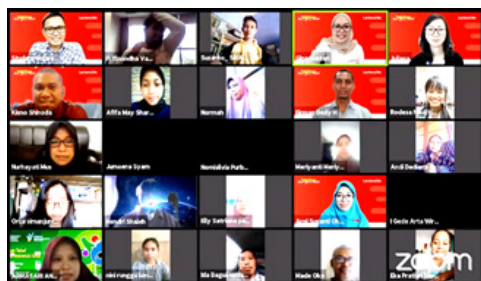
A qualitative method was implemented using a structured-interview among selected Guru Binar users from different educational institutions in Indonesia such as primary and secondary schools. This method is preferred since it demonstrates a different approach to scholarly inquiry than methods of quantitative research (Creswell & Creswell, 2018). In this study, some zoom meetings and face to face meetings were carried out through focus group discussions (FGD) between researchers and participants. Focus group discussion is frequently used as a qualitative approach to gain an in-depth understanding of social issues. The method aims to obtain data from a purposely selected group of individuals rather than from a statistically representative sample of a broader population (Nyumba, Wilson, Derrick, & Mukherjee, 2018). This meeting was appointed to obtain the data of how the participants i.e. teachers spent their time using Guru Binar platform. There were totally three focus group discussions and 8 Guru Binar users were involved in these FGD.

The data were collected during the first week of March 2021. Then, the collected data were transcribed and categorized based on the participants' responses on Guru Binar's programs. Next, an inductive analysis from the raw data of the participants' responses and feedback to the specified sub-themes of program offered by Guru Binar such as talkshow, webinars, and online classes. The findings on those participants' responses were then discussed based on the sub-themes. The conclusion of this research was drawn by relating the findings and discussion to the relevant studies of learning loss and MOOC.

D. Finding and Discussions

In this segment, the findings presented into three sub-themes such as the outcome of talkshow, the outcome of webinars, and the outcome of online classes provided by Guru Binar

Talkshow



Picture 1. Talkshow about Teachers' Day in 2020

(source: <https://www.youtube.com/watch?v=mxWEbT8Xrz4>)

There were many talkshows held by Guru Binar and the talkshow discussed in this section was one of the talkshows entitled “Hari Guru Nasional 2020”. This talkshow was chosen since it was attended by more than hundreds of teachers and prospective teachers. Moreover, this talkshow presented some keynote speakers from the Students Success Manager of Sampoerna University, English and Bahasa Indonesia language teachers from West Java and South Sulawesi, and a Vice Principal of Academic Affairs from North Sumatera.

From the FGD, a teacher commented, “This talkshow is useful as the reflection for the national teachers’ day in Indonesia. Every year, teacher’s day is celebrated through ceremony, parties at school, funny and amusing events at school. This year is totally different due to Covid-19 attack. Lots of us especially teachers are disappointed due to large-scale social distancing and everybody should perform many activities from home. This event cures our longing to teacher’s day celebration”. Hence, the teacher felt that talkshow was able to heal the activities performed at school in

commemorating national teachers' day in Indonesia. Even though people are limited to travel everywhere due to lockdown or social distancing, the internet is still able to connect teachers around Indonesia. In other words, people or teachers are allowed to gather as long as they keep doing social or physical distancing and the MOOC such as Guru Binar has met this health protocol.

The other teacher said, "It is true that we are now in lockdown situation but the teachers' heart and mind are unlockable. The emergence of internet makes teachers throughout Indonesia gather in a virtual room. Moreover, the stories discussed in the talkshow truly represented the situation of educational process in Indonesia. At least, I spent 2 hours listening to this inspiring talkshow". The teachers' statement indicates a positive attitude toward the talkshow and there are keywords asserting the teacher's knowledge about digital literacy through Guru Binar i.e. internet and virtual room. Then, this teacher closed her statement with the duration she attended during the talkshow. From this closing statement, it is clearly depicted that teacher was able to spend her time in a beneficial activity.

Webinar



Picture 2. Webinar about "RPP Merdeka Belajar" in 2021

(source: https://www.youtube.com/watch?v=EoM_TwKKTJ4)

Some respondents shared their thought about the webinars held in Guru Binar MOOC. A teacher said, "The topics and the contents provided by Guru Binar are the updated ones. I prefer attending the webinar by Guru

Binar since this platform always shares what teachers need during online learning. For example, a webinar about RPP Merdeka Belajar from which I obtain the nature of how to create a lesson plan properly. I think I could learn much from the webinar instead of wasting time with no learning progress at all. One more thing, a certificate with certain participating-hour is downloadable for free”.

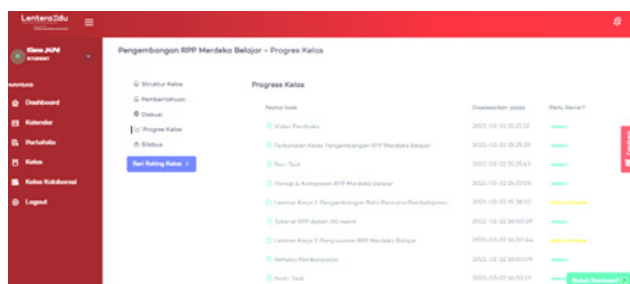
Another respondent said, “What I remember the most is when I attended a webinar about Minimum Competency Assessment. This time, Guru Binar was in collaboration with a researcher of SMERU Research Institute. I was interested by some factual discussion about the reading literacy and mathematical literacy in Indonesia from the perspective of a researcher. Of course, attending an online learning will consume lots of internet credit but is worth of learning from Guru Binar webinars”.

“I always wait for the webinars sessions from Guru Binar. An interesting webinar was about the online learning aid using gameboard. In an hour and a half, I obtained a new insight about how to perform an online learning interestingly and interactively. The keynote speaker guided the attendees by giving examples of how to create an amusing game step by step for students. My knowledge and ability are now increasing”, said a teacher from a state secondary school.

The first respondent put emphasis on the advantage of knowledge, time and certificate by attending webinars provided by Guru Binar MOOC. This respondent took the advantage of an updated lesson plan called independent learning. The second respondents focused on the updated issue in Indonesia called Minimum Competency Assessment which involved reading literacy and numerical literacy.

The third respondent shared her point of interest in the games discussed and practiced in a webinar of Guru Binar. As in the 4.0 learning atmosphere, online games play important roles and those games are integrated properly during distance learning. Learning loss is decreased by interacting the users to play the game while learning.

Online Classes



Picture 3. An Online Class about “RPP Merdeka Belajar” in 2021
(source: <https://GuruBinar.id/students/course/grades/index/60122d9f599c9>)

There were three respondents giving their opinion in the FGD as the followings:

1. “Online classes are usually boring. I have to finish some exercises in a very tight schedule. However, the flexibility of time in Guru Binar online classes gives me more time to complete the exercises. I like classes which spend shorter time and they motivate me to finish the others. I feel that I learn much from the online class of developing lesson plan of independent learning”.
2. “Guru Binar online classes are challenging. It starts with a short introductory video, continued with some challenging class structures. Sometimes, I am involved in online class discussions and I have to give comment to others’ feedback. Most of my time is spent gradually with a class entitled managing an effective online class and I realize that those classes distract me from being present at social media”.
3. “Feedback on my work is a very important thing. Facilitators of Guru Binar always tried their best to respond and give feedback to what I have finished. Sometimes, I am not patient when waiting for their feedback as they give feedback based on the standard that should be achieved in every progress. I think I attend a time-useful online class in Guru Binar. Then, the pre-test and the post tests are presented with games. Games make me spurred on this self-phased learning”.

From the first respondent, it can be considered that his motivation in attending online classes if the class provides prompt period of. This can be related to the motivation in learning process where motivation in learning process is increasing due to extrinsic and intrinsic factors (Yusri, R, & Jufri, 2018). In this case, an extrinsic factor such as the brief time successfully increased the interest of the teacher. While the second respondent focused on the course structure which attracted her.

The third respondent concerned the games and feedback by. She felt that every work should be given a feedback as soon as possible. The feedback from Guru Binar facilitator is the positive one. It does not judge one's work with true or false. rather, the feedback is conveyed through positive motivation in order to increase the capacity of the user.

There are many challenges when attending online learning and one of them is distractors. Distractions occur due to multi-task activities performed during online learning. It is usually listening to a lecture while doing other social media activities. This phenomenon happens to everybody including students and teachers. The negative effects of “distracted learning” are task-incompleteness, mental fatigue, and memory impairment (Schmidt, 2020) which lead to learning loss. From the finding, it is believed that the respondents that had already spent their time in learning from others' experience and been aware of the pedagogical practice in 21st century integrating ICT (Annamalai, 2019). That is to say, the respondents are realizing that the MOOC like Guru Binar helps them spend their time to reflect and learn and from the current situation in Indonesia.

In terms of webinars, the findings indicate that Guru Binar MOOC was successful in attracting the respondents' attention to attend the webinars since it presented the newest issue discussed in Indonesia such as National Assessment (Shara, Andriani, Ningsih, & Kisno, 2020). In addition, this finding is in correlation to the study stating that games lead to a significant positive correlation to online learning and study satisfaction (Bovermann, Weidlich, & Bastiaens, 2018). Webinars provide by Guru

Binar are managed to lessening the learning loss and increasing teachers' learning performance. The webinar-webcast with online-videos showed a significant improvement and reduced drop-out rate (Nagy & Bernschütz, 2015). As a new MOOC for teachers' professional development in Indonesia, Guru Binar is responsive and able to provide issues related to the transformation of education in Indonesia through webinars and games during online discussions.

In online courses, the finding is compatible to online class is appropriate when it has flipped-mini lectures (Lieser, Taff, & Murphy-Hagan, 2018) to avoid boredom. In addition, the online class provided by Guru Binar has less lectures and it involves students-active participation. This finding conformed a study stated that students must be the subject of a learning process and lecturing or writing notes only make them passive (Harza, Rauf, & Suardy, 2015). In other words, the feedback is relaxing the user and this is finding is consistent with a research stating a relaxing feedback is required to achieve expected outcome (Zhou, et al., 2018). Besides, the tests in Guru Binar online classes are presented in innovative way through games. This is relevant to the studies finding that educational games are effective learning tool (Freitas, 2018), and games intervention could increase the second score (Sheridan, Goff, P.E., Marojevic, & Polys, 2017). In short, the online classes in Guru Binar managed to lower the teachers' learning loss through interactive course structure and feedback.

E. Conclusions

Learning loss experienced by the teachers during Covid-19 pandemic was successfully diminished by Guru Binar MOOC through talkshow program, webinars, and online classes. In the talkshow, the users satisfied with the topic discussed in the talkshow, the keynote speakers' qualification. From the webinars, this MOOC managed to reduce the learning loss through providing various interesting topics and content of the updated

issues related to education in Indonesia. The online classes help teachers spend their time properly through the challenging class structure, the practice of games in the tests. As a suggestion, Guru Binar should include class of parenting or parents' inspiration class. As the MOOC, a platform like Guru Binar pans out diminishing learning loss and it is recommended for the in-service teachers and prospective teachers to use this platform for continuous professional development.

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