PREPARING EFL ONLINE CLASSROOM (A LITERATURE REVIEW): A PHENOMENOLOGICAL STUDY OF TEACHERS' EXPERIENCES IN DESIGNING LESSON PLAN

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ABSTRACT

This is review related literature study which highlight regarding phenomena in the education field caused by the Covid-19 pandemic. This study is focused on the teachers' experiences while designing lesson plan for online learning in the Covid-19 pandemic. This paper presents several studies related to the process of designing learning activities during the COVID-19 pandemic. The first discussion in this study is the elaboration of a theoretical framework regarding the process of designing a lesson plan amid the online learning in the covid-19 pandemic. The second discussion is about the problems faced by teachers when designing lesson plans in online learning. In addition, in this review of related literature, the researcher also provides a theoretical description of the online learning process from previous researchers which is summarized clearly and concisely. The researcher hopes that this paper can contribute and provide information to the interests of education, teachers and other education stakeholders.

Keywords: Lesson Plan, Distance Learning, Emergency Curriculum.

INTRODUCTION

Nowadays the spread of the corona virus is a matter of concern. This case has spread widely in various parts of the world. Based on the results of data reported by the WHO (world health organization) in 2020, that the spread of the corona virus was first spread in China on December 31, 2019. On the other hand, according to Nur (2020) the spread of the corona virus in Indonesia began with the emergence of the first two cases in 2 March 2020. Since Covid-19 arrived in Indonesia, there have been several changes and policies that have occurred in several sectors, especially in the education sector. One of these changes is in the process of implementing learning which changes the face-to-face learning system into online learning.

Changes in the learning process from conventional learning to online learning resulted in several problems. According to Rizkon (2020), these problems are in the learning process that is less effective because many students do not understand the subject matter, disruption in the assessment process due to limited learning time and increasing narrow job opportunities for fresh graduates. This problem is feared to affect the quality of education in Indonesia.

The implementation of online learning has positive and negative impacts. According to Rejeki (2020) the positive impact of distance learning or online learning is the process of learning become more relaxed, online learning also makes the students become more independent and focus during follow the online learning process. Thus, Januar (2020) also stated that the online learning makes the cooperation between students, teachers and parents be better, it also allows the teachers to develop their knowledge to include technology while teaching and learning take a place, and makes the students become more responsible for their study and independent.

Then in addition to the positive impact there is also the negative impact of online learning in the covid-19 pandemic. As stated Redjeki (2020) the negative impact of online learning namely the learning process affected to the high cost consuming, the students difficult to understand the material, and the effectiveness of learning is decreased because of the limitation of time. Meanwhile, Januar (2020) said that the negative impact of online learning, namely the unstable internet network in some remote areas, made it difficult for teachers and students to communicate online, limited time, and lack of supervision of students during online learning.

After seeing the impact described above, the researcher thinks that there are several things that teachers must prepare before preparing online learning activities. these are the readiness of technology, internet networks and effective learning designs that adapt to learning times. But among the three things the most important is the lesson plan. With the lesson plan, the learning process will be more structured, and can show the readiness of the teacher to work. Therefore, the purpose of this study is to provide an overview of the process of implementing online learning and how teachers design lesson plans for online learning during the COVID-19 pandemic through a literature review to teachers, students, and the stakeholders in the education field.

Objectives of the Study

1. To explore the proses of online learning amid the covid-19 pandemic
2. To overview the process of the way teachers in designing lesson plan during the online learning in the covid-19 pandemic

THE ONLINE LEARNING PROCESS

The changes in the process of implementing online learning activities during the COVID-19 pandemic is a decision that has big risks. This happens because there are many possible impacts that will be received by institutions, teachers, students, and stakeholder education observers. The process of online teaching and learning activities during the COVID-19 pandemic has been regulated in the Decree of the Minister of Education No. 719 of 2020. In the letter it is explained that each educational unit is given flexibility in carrying out learning activities during the Covid-19 pandemic. Or in other words, learning activities must be carried out by adjusting educational conditions during the COVID-19 pandemic.

However, in the era of online learning there are several kinds of learning patterns that must be known by teachers, students and education stakeholders. The learning pattern consists of two kinds of patterns, namely asynchronous and synchronous patterns. In a line with the research conducted by Hrastinski, (2008) which explains the process between both of those patterns. The

first is the asynchronous pattern. This pattern is a learning pattern which is generally facilitated by several media such as PDF, email, video, audio, google classroom, Edmodo etc. Meanwhile the asynchronous learning patterns provide flexibility to students to carry out learning activities. Because with the asynchronous learning system students and teacher are allowed to do learning activities at anywhere and anytime. So that there are many things that students can do, one of which is to help parents at home. Thus, the asynchronous learning pattern directs students to the student center learning method, because this pattern requires them to carry out individual learning activities. However, this pattern can trigger boredom and increase students' frustration levels because they feel they are learning on their own without a mentor.

The second learning pattern is synchronous. The synchronous pattern refers to the process that is carried out by live learning through several applications that are applicable to use. Currently popular applications used by teachers and students are Zoom Meeting and Google Classroom. According to Khotimah (2020), this second pattern is the most preferred learning pattern by students. This happens because the synchronous pattern provides opportunities for students to interact with their community in class. This method is considered the most effective way to overcome the problems of students who have low motivation in learning even in an emergency. In general, learning activities carried out by students and teachers are conducting a question and answer process about the learning material that has been given. However, this activity is a high cost consuming activity because it requires a strong internet network. And for developing countries like Indonesia, some regions cannot apply this learning pattern due to limited facilities such as communication media and a good internet network.

During online learning during the COVID-19 pandemic, the Ministry of Education and Culture issued three options for implementing the use of the curriculum. The options consist of using the 2013 curriculum, using the emergency curriculum and simplifying the previous curriculum independently. However, the policy that is being discussed during the COVID-19 pandemic is the emergency curriculum. Emergency curriculum is the previous curriculum which has been simplified by the Minister of Education to adjust learning conditions in an emergency. The process of implementing the emergency curriculum has also been regulated in a copy of the Decree of the Minister of Education Number 719 of 2020. The learning implementation process regulated in the emergency curriculum is as follows:

1. Education units are not required to complete the learning outcomes contained in the curriculum.
2. Teachers are not burdened with the target working hours. Or in other words, the learning process carried out is more flexible.
3. The learning process is carried out contextually and meaningfully according to the conditions and needs of students during online learning.

Based on research conducted by Dhawan (2020) entitled "Online Learning: A Panacea in The Time of COVID-19 Crisis) said that there are many advantages to implementing online learning during the covid-19 pandemic. The first advantage is that the time and place used during online learning is more flexible. So that, the students can learn anywhere and anytime. The second is wide availability of courses and content. During online learning, teachers use various online learning platforms to implement learning such as audio, video and text that can be accessed through the platform. And the last advantage by using technology students can also ask directly to the teacher and learn interestingly.

Besides that, Dhawan (2020) said there were also some weaknesses from online learning amid the COVID-19 pandemic. These weaknesses consist of technical difficulties, learners' capability and confidence level, time management and lack of personal attention. Then Covid-19 also has an impact on language learning, especially English. based on an article written by Juha (2020) entitled Covid-19: *Learning English has Become more Challenging during the Pandemic Shutdown* said that covid-19 makes learning tasks and activities much harder to access because education services are carried out remotely. factors that make the learning process difficult because there are some students who do not have communication tools such as computers and good internet networks or lack an understanding of the use of these tools.

From some of the explanations above, the researcher can conclude that the use of technology plays an important role in the implementation of online learning. The use of educational applications and websites such as Zoom, Edmodo, Google Classroom and so on is more often used by teachers to implement learning activities during the COVID-19 pandemic. For that, the things that must be prepared by teachers during online learning are checking the availability of applications or websites that will be used for teaching, ensuring the availability of internet networks and student technology tools such as smartphones, and providing learning plans or lesson plans that adapt to educational conditions during the covid pandemic-19.

THE PROCESS OF DESIGNING LESSON PLAN

Lesson plan is a very important aspect that must be prepared by the teacher so that learning activities can run smoothly. Before designing a lesson plan, there are several steps that a lesson plan designer must take. In a line with a study conducted by Sukirman (2006) entitled Improving teacher professionalism through lesson study, the first stage is "plan". At the "plan" stage carried out by the lesson plan designer is to find out about the learning material in more depth and prepare the tools that will be used during the learning process. The second stage is "do" at this stage the activity carried out is implementing the learning activities that have been prepared. And the last stage is "reflection" where this activity aims to evaluate the learning activities that have been implemented whose purpose is to improve the quality of future learning.

On the other hand, during the COVID-19 pandemic, what lesson plan designers need to understand when designing online learning activities is an adjustment to a shorter learning time than face-to-face learning. In addition, the process of another thing that must be considered by the lesson plan designer is the process of implementing the current learning activities, which rely on technology in its implementation. According to Hopkins (2012) in a book entitled "Instructional Design for E-learning" states that there are five stages that must be carried out by lesson planner design when designing lesson plans for online learning. The first stage is analysis which at this stage, the process that must be carried out by the teacher is to determine the learning objectives and the material to be studied by students. The second stage is the design process, which is the stage that is carried out is to design a lesson plan and the achievements that have been analyzed in the previous stage. After that, the next step is the development process of a predetermined framework that includes several components, namely learning objectives, teaching materials, and methods to be used. After all the components have been designed, the researcher does a trial of the lesson plan. The purpose of implementation activities is to find out how, as well as the advantages and disadvantages of the designed learning design. and the last step is an evaluation of the activities that have been implemented. The evaluation activity aims to provide an understanding for making changes to lesson plans that are even better.

According to a study conducted by Nalim (2020) entitled "Online Learning Systems in the Middle of the Covid-19 Pandemic" said that the process of designing and implementing learning in online learning involves four stakeholders who must have a relationship with each other. The four stakeholders consist of teachers, students, parents and the government. In the process of designing online learning plans, the government has a very large role, by providing various socializations, or programs regarding the design of teaching materials and learning activities in online learning. as stated by Nalim (2020) that the activities consist of:

1. Provide training programs on the use of technology and the design of online learning activities to potential teachers.
2. Provide space for teachers who have been trained to hold conferences on how to design online learning activities and make learning videos. Or in other words, teachers who have been trained can become tutors for other teachers.
3. Provide learning portals such as educational applications and websites that are accessed by teachers and students. The online learning platforms include e-learning, zoom applications, google meet, webex, hangouts or using social media such as whatsapp. So that, teachers can implement learning activities that have been designed and deliver material to students.
4. Facilitate schools with communication facilities so that teachers and students who do not have communication facilities can take advantage of these facilities during the learning process.
5. Provide school operational assistance to students and teachers by providing free quotas.
6. Prepare wider internet access throughout Indonesia.

Even though the lesson plan is the main task of a teacher, in the online learning period there is one stake holder who also plays an important role in the process of implementing the design of learning activities in the online learning period. The stake holder is the government. Without the help and information provided by the government, teachers in Indonesia, especially English teachers, will feel confused in designing online learning activities during the COVID-19 pandemic.

CONCLUSION AND SUGGESTION

This study discusses two main topics, namely the implementation of online learning during the COVID-19 pandemic, and the process of designing lesson plans for online learning during the COVID-19 pandemic. The related study shows that the corona virus provides many changes in the world of education. the most significant change is the change in the conventional learning process to online learning. These changes also involve technology as the primary medium for interaction. The use of technology in education has a positive effect, one of which is the number of learning models that can be developed by teachers. then the learning process is also more flexible or in other words can be accessed anywhere and anytime. And the learning process is also more interesting because students and teachers can interact online and use various features in the technology as learning media. But besides the advantages there are also disadvantages of online learning. In this study, researchers have mentioned that the shortcomings of online learning are technical difficulties, learners' capability and confidence level, time management, lack of personal attention, and lack of knowledge about the use of technology.

The design of learning activities or lesson plans is also the main focus of this research. The results of this study indicate that the process of designing a lesson plan in online learning has five stages. According to Hopkins (2012) the stages consist of analysis, design, develop, implement and evaluation. Then the government has also facilitated teachers and schools with various facilities and programs before carrying out learning activities during the COVID-19 pandemic. The program consists of providing training programs to design learning activities and appropriate use of technology, providing educational portals that can be accessed by students and teachers such as educational applications and websites, providing assistance with technology facilities to schools and free internet quotas for all students. Therefore, the researcher hopes that this research can contribute information about the education process, especially problems related to the process of implementing learning to government, teachers and stakeholders in the realm of education. So that researchers hope that there will be actions and decisions to fix these problems to get better improvement in the teaching and learning process, especially in the covid-19 pandemic situation.

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