

EFL Online Teaching and Learning: The Impact of Environmental Factors

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ABSTRACT

The study aims at exploring EFL lecturers' perceptions and students' voices on the impact of environmental factors to the accomplishment of effective online teaching and learning viewed at university and home contexts. This study was performed with a qualitative and quantitative approach which details and evidence were surveyed via Google form and described from semi-structure interview to investigate environmental factors that impact EFL online teaching and learning in university and home contexts. The results indicate the success of implementing EFL online teaching in Indonesian higher education is highly dependent on the proficiency and readiness of lecturers in teaching transition, media preferences as teaching medium during project-based model is fully and blended learning approaches and institutional support during teaching adaptation. Students' workload and parental support are key environmental factors that explain beneficial outcomes to prepare better online learning in emergency times.

Keywords: Environmental Factors, EFL online teaching and learning, university context, home context, Indonesian higher education

INTRODUCTION

Today's Covid-19 emergency, as well as the current higher education blueprint, both of which are empowered with evolving and technological advances, imply a variety of tactics and methods that are applicable for each individual. Aside from using technology only for the works, the deployment of alternative techniques is considered necessary in education (Díaz Redondo et al., 2021). Online teaching and learning may not be suitable for all students. To learn effectively in a virtual space, appropriate strategies must be used. The online learning climate should include a variety of initiatives to meet individual goals and ensure educational objectives (Mystakidis, Berki & Valtanen, 2021). To pique students' curiosity and encourage them, online learning practices should be ascertained by targets and organized sequentially in activities that reflect real-life cases. However, success demonstrated by a student in a face-to-face learning environment does not imply that it will occur accordingly in an online context. Like other types of foreign language education, online education increases student diversity by giving a chance that traditional classrooms cannot provide for hectic parents, adult students, and return students. The link between education and the national plan is also crucial to the sustainability of online education. This indicates that online education is necessary for the excellence of students nowadays, and that universities should provide initiatives and programs to meet the students' needs (Sharma & Sharma, 2021).

It is well recognized that learning may or may not be effective depending on several factors that interact with

it, and those that have to do with the environment are the most influential; the university and home context where the students receive the instructions in the target language during learning from home. To ensure the success of online teaching and learning, practitioners and students need to alter their functions in the learning environment and create standards that are in line with the concepts of the incorporation of face to face and online learning. The roles of lecturers frequently become more complicated and time-consuming, whereas the positions of students become more versatile and dynamic (Peimani & Kamalipour, 2021). Lecturers devote a significant period of time to course development, as well as dealing with and responding to emails, involve on discussion boards, and

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grading writings. Having communication with students is ongoing and frequently. Nevertheless, online instructors have a lesser burn-out rate since they have much time for experiments, the accessibility of working from home, and less travel time both to and from place work (Eberle & Hobrecht, 2021). Since online learning enables individuals to accommodate course into their hectic schedules, it encourages students to become autonomous. Considering some cases, students must deal with course material without the benefit of face-to-face activities while also keeping count of assignments and projects via web-based platforms. This one is regarded as a benefit of distance classes because it expands students' horizons in terms of global competencies. They are taught the value of simple and direct written communication as well as how to work collaboratively and effectively in a variety of settings. The use of a wiki is one form of online learning tools that potentially create teamwork and provide a room for collaborative activities. Wikis can help students relive the effects of a traditional classroom setting from afar. Activities that do not attach students to time and place are priceless.

Online learning settings are diversified from two contexts: university and home. Online learning is a student-centered model that provides distance learning and programs, can be easily extended and organized, simplifies evaluation, and inspires individual learning (Qu, 2021). Online learning environments employ a single or a combination of technologies to enable simultaneous or non-simultaneous contact between lecturers and students in a predictable and consistent exchange (Li, 2022). Online learning schemes must include integrated learning sectors begins with pre to higher education, as well as informal learning in community, the home, or the worksite, business integration, and learning centers for adulthood. This concept may be viewed as ineffective in and of itself, but its reliance on a cooperative-based learning environment, which identifies as well as removes negative interferences between learning phases or ecosystems in a comprehensive way.

Institutions currently serve a diverse set of strategies to influence their students' social and behavioral achievements (Al-Rahmi, 2021). Among these are initiatives to strengthen lecturers' competencies—though some concentrate on the leadership and organizational capabilities, as well as efforts to improve evaluation and monitoring, mentoring, or any educational activities. Different strategies include attempts to enhance the whole circumstances of the university as well as policies targeting social structures and systems.

Ramli et al. (2018) delved deeper into the ways in which environmental factors affect individual learning qualities. Good access of infrastructure (facility and supportive services handling with clear and consistent practice) can help to prevent low performance while also promoting educational values and benefits. It also assists individuals in developing various competencies. Appropriate and

supportive infrastructure may prevent an individual from connecting with delinquent necessities. Although there is strong evidence for the effectiveness of interventions that target these practices, the concern is recognizing and approaching healthy environment. The use of environmental factors and learning qualities framework to demonstrate the wide range of factors that influence students (shown in Figure 1). Access to environmental infrastructure and services, healthy environment, and environmental hazards play a large role in navigating quality of life and has the ability to help or hinder students' academic performance (Figure 1).

The study of environmental factors in EFL online teaching and learning has piqued the interest of educational scholars from a variety of areas in recent decades. For example, (Ag-Ahmad and Peter Lidadun (2020) studied the school environmental aspects or concepts underlying successful English Language Teaching (ELT); Nurhikmah, Basri and Abduh (2020) examined how EFL lecturers perceive the development of students' bilingual communication during online learning at university setting; Syam, Basri and Sahril (2020) focused on EFL students' intercultural competence during learning form home; Nurhikmah et al. (2021) investigated series of family interaction in the time of EFL students' online learning and its impact on communicative competence; and Syam et al. (2021) researched family involvement at home context in developing EFL students' intercultural communication. Despite the fact that numerous researchers and studies have acknowledged the role of environmental factors and online learning, the role of the university and home context viewed from lecturers and students' experiences has not always been well acknowledged and the concept of online teaching and learning environment is still unfamiliar. This study, therefore, aims at exploring lecturers' perceptions and students' voices on the impact of environmental factors at the university and home context regarding the accomplishment of EFL online teaching-learning. The question underpinning this study is 'How are the lecturers' perception and students' voices on the impact of environmental factors to the accomplishment of effective online teaching and learning viewed at university and home contexts?'

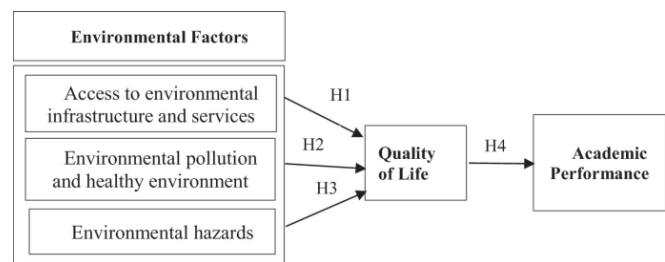


Fig. 1: Environmental factors and learning qualities (Ramli et al., 2018)

METHOD

Research design

This social study was performed with quantitative and qualitative approaches that departed from studying the online learning classes imparted. Due to the Covid-19 pandemic, distance research was implemented to avoid physical interaction following the health protocols.

Participants of the study

The study of perception included lecturers with more than three years of online teaching experience. This study further explored the environmental factors that impact the implementation of online class by lecturers. The lecturers' teaching experience can be seen in Figure 2. The data was collected by interviewing and surveying lecturers to discover their perceptions on the environmental factors that impact online teaching at university context. All lecturer participants graduated with a master's degree, and most have teaching experience of more than ten years (Figure 2).

Moreover, in exploring the impact of environmental factors during online learning at home context, the study then included the students as participants. The data was collected by integrating interview and survey distributions to see students' voices on the environmental factors that impact online learning at home context. The students were identified to be in the last semester when the study was conducted.

Materials and technique of data collection

The materials of the study employ the model of online survey and semi-structured interview. Considering the categorization of the usefulness of e-learning introduced by Syam et al. (2019), the major topics of the study then specified into five categories: (1) teaching adaptation, (2) varieties of teaching element, (3) teaching approach, (4) the use of online platforms, and (5) teaching model. In the quantitative procedure, details and data were surveyed via Google form and described to identify environmental factors that influence EFL online teaching and learning in university and home contexts. Another procedure applied in this study concentrates on interview protocol in the form of the semi-structured interview via

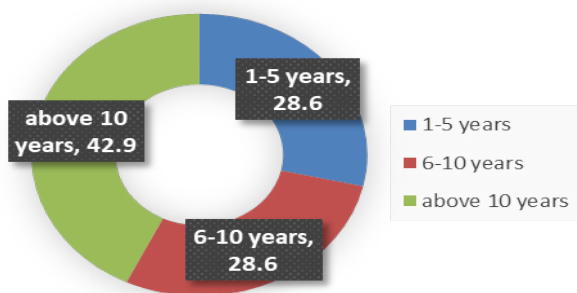


Fig. 2: Lecturers' teaching experiences

video conferencing based on the survey conditions. The interview was set to strengthen and verify the quantitative data that has been collected.

Data Analysis

The results from the survey and interview were analyzed thematically. The data analysis contains five techniques: highlighting, identifying patterns, reviewing themes, and specifying themes.

FINDINGS

The study drives two results regarding the impact of environmental factors on the implementation of online teaching and learning. Both results cover the lecturers' perceptions on the impact of university environment to the implementation of online teaching and the students' voices on the impact of home environment to the implementation of online learning. These results act in accordance with the categorization of the usefulness of online learning.

The Impact of University Environment to the Implementation of Online Teaching

Teaching adaptation

In Figure 3, it shows that 28.6% of lecturers who taught English during the pandemic experienced a transition process of teaching adaptation from before the pandemic to the pandemic was running smoothly. The majority found difficulties in adapting to teaching during the teaching transition process. This result is due to the institutions' lack of support in supporting the adaptation of lecturers' teaching (see Figure 4). The majority, 57.1%, think that they receive less support during the transition process. Meanwhile, the rest believe that institutional support for the transition process of teaching adaptation is running well (Figure 5).

Following the attitude of institution in supporting lecturers' teaching adaptation during pandemic, the study revealed three kinds of attitude enacted by institutions in the transition and adaptation of EFL online teaching.

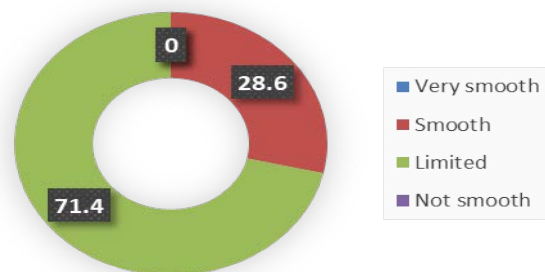


Figure 3: The transition of EFL teaching adaptation from pre-pandemic to pandemic

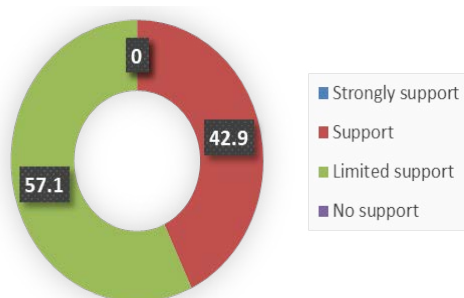


Fig. 4: Institutional attitudes on supporting EFL teaching adaptation in pandemic

These kinds of attitude cover providing workshop/training of online teaching, facilitating internet needs, and eliminating specific teaching guidelines for pandemic situation.

In dealing with the kind of attitude in providing workshop/training of online teaching, the lecturer expressed:

“The institution conducted scheduled training to improve the lecturer’s skill in facing the new situation because of Covid-19 Pandemic.”

Facing a pandemic situation, the institution sees the importance of making any preparations. The purpose of these attitudes especially to ensure lecturers’ capability to adapt in online learning situations by scheduling periodic workshop/training aimed at improving lecturers’ skills and competencies connecting to the new situation.

Another institutional attitude perceived by lecturers is related to the internet facilitation. Three lecturers had similar comments on this type of attitude.

“Giving internet data for teaching.”

“Give internet quota.”

“Providing internet data to support online learning.”

The availability of internet and network facilities during online learning at universities is something that cannot be compromised especially during pandemic situation. One of these facilities includes the availability of internet data which is not only intended for lecturers but more importantly also for students.

In relation to the third institutional attitude perceived by lecturers in the transition of teaching and learning adaptation, the need for institutional policies in dealing with pandemic situations as a basis for any academics in carrying out university-level activities is very important. This is as conveyed by the lecturer in response to the institutional attitude in teaching adaptation.

“Institution allowed us as lecturer to adapt the way of teaching with our own understanding without giving any maps”

Institutions experienced several obstacles in supporting academic activities at universities which should be based on certain policy making, especially in a pandemic situation where all depends on it to adapt in dealing with this situation. This policy is intended as the main guide for all activities carried out in this situation which unfortunately are often ignored by institutions which in the end have a less than good effect in carrying out certain activities and program at the university.

Teaching elements

Dealing with the implementation of EFL teaching during the pandemic, there are some differences experienced by lecturers, especially in their teaching element during EFL online classes. This can be seen in Figure 5, where the most dominant difference is in media of teaching. It seems that the teaching media is the main issue regarding the implementation of on-line teaching during the pandemic time. Besides, the disparities experienced by lecturers are in teaching methods and teaching plans, and preparation. This indicates that the way the lecturers prepare and deliver the teaching process required adjustment. These differences can be seen from lecturers’ perception on teaching elements.

Further studying the differences in teaching elements from learning before the pandemic and during the pandemic, the three elements such as teaching preparation, teaching method/approach, and teaching media were perceived by lecturers in more detail. This is reflected in the perception of the lecturer below regarding his experience and understanding regarding these teaching elements.

The use of appropriate media in teaching is the main teaching element that must be mastered by lecturers to support the learning process during the pandemic. Regarding this, the lecturers gave their opinion on it.

“Limited media for teaching.”

“Before pandemic, I dominantly used LCD projector for my class. In this online learning, we use LMS facilitated by our campus.”

“Using online application”

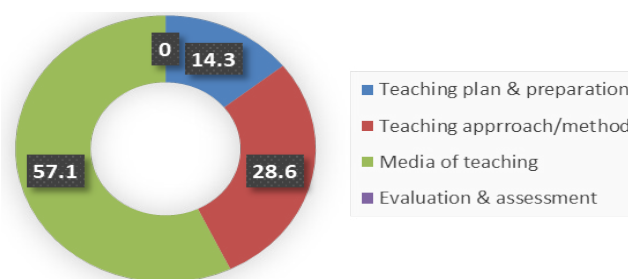


Fig. 5: The differences between teaching elements in pre-pandemic and in pandemic

Based on the exploration of lecturers' perceptions related to teaching elements in online learning, it was found that lecturers comprehended that the use of media was very limited mainly due to the availability of platforms or online applications that were suitable for the current learning situation. In addition, the lecturers also understand that the availability of the Learning Management System (LMS) as the main medium used in academic activities at the university is very helpful for teaching and learning process. This helps the lecturer to harmonize the media with students and other lecturers. Besides that, this also makes it easier for the institution to control and monitor because this system is integrated and easily accessible by the stakeholders at the institution.

In addition to teaching media, another thing that needs to be considered is the extent to which the methods and approaches adopted in teaching are adapted to this pandemic situation. Teaching methods and approaches have a significant impact on the success of online learning, especially in determining teaching methods and approaches that are in accordance with student conditions and the prevailing situation. In relation to this, the lecturers expressed the same opinion regarding which method they think is better between onsite and online learning.

“During pandemic, we must switch from offline teaching approach to totally online approach”

“Face to face meeting is way more better than online”

It can be seen that the lecturers perceived onsite learning as having more value than online learning. Regardless of the current situation, it is undeniable that the need to interact both between students and between lecturers and students, the readiness of lecturers and students, the adaptation process that takes a long time are weaknesses and challenges in online learning. Thus, an understanding of the benefits and usefulness of onsite learning compared to online learning is inevitable. That is why during the pandemic, the need for blended learning (the combination of online and onsite approach) became the most common thing done in universities due to the inability of institutions to abandon onsite methods and approaches in learning.

Talking about teaching preparation, this actually does not only apply during a pandemic but is a normal thing for lecturers to do to ensure the smooth running of academic activities. The perceptions of lecturers in relation to the process in making preparation in their teaching during this pandemic lead to identical experiences.

“Before the pandemic I used blended learning method, combined face to face, offline and online classroom, now I used online classroom with lack of preparation.”

“We do not have enough time to design the course because the pandemic situation happened in the middle of the semester.”

Lecturers tend to experience the same obstacles when it comes to preparing teaching during a pandemic. This similarity relates to the period and time in preparing the teaching. The lecturers considered that the availability of time was insufficient to adapt in this situation related to the teaching preparation that was made. This is undeniable because the adaptation process itself requires a lot of time where this process is an earlier activity carried out before the preparation process is carried out. The lack of time for teaching preparation causes lecturers to commonly apply full online learning as a teaching approach.

Teaching approach

Figure 6 shows that the majority of lecturers use a fully online learning approach to teaching. This means that the lecturer uses 80% of the learning process carried out online. Meanwhile, 42.9% of lecturers apply blended / hybrid learning where 30-79% of the learning process uses online and is combined with face-to-face teaching and learning.

The lack of preparation time, the need for learning according to pandemic protocols, and global policies on learning and working from home require that the most dominant learning approach is full online learning. This approach makes university academics, especially lecturers, apply a flexible learning approach that ensures that learning continues even in limited situations. Full online learning is here to ensure the implementation of the intended learning approach. The implementation of full online learning allows students to get a learning process in the early period of a critical situation which is then combined with blended learning when the pandemic situation is quite under control. This shows that the dependence of lecturers not to abandon the onsite learning approach is still very common in educational institutions in Indonesia.

The realization of online platforms

In figure 7, the use of online applications during the implementation of English language learning has many variations.

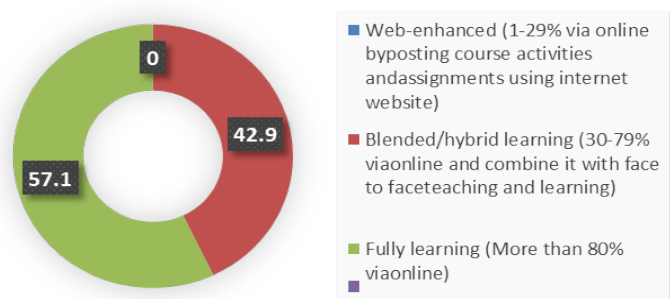


Fig. 6: The implementation of EFL online teaching approach in pandemic

In general, lecturers use conferencing applications combined with chat rooms when shaping the teaching and learning process in the mode of online. This is because most of the implementation of EFL teaching and learning uses a project-based learning approach that facilitates interaction during the learning process (see Figure 8). Furthermore, the use of Zoom meeting and WhatsApp is accepted to be the most used applications in EFL online teaching and learning. Google Classroom is also widely used by lecturers. This platform seemed to be flexible in EFL class but on the other hand, it indicates a lack of interaction and prioritizes activity-based learning. Moreover, Google classroom tends to be used at the high school level rather than in higher education. The combination of Google meet and YouTube seemed to be fit for 42.9% of lecturers. It can be seen that the use of Zoom meeting outperformed Google meet in terms of using the conferencing application in EFL class. Finally, the Quizzes application is among the least used because it only focuses on the activity-based learning model.

The use of online platforms is based on the needs of each lecturer in carrying out the learning process. Although in general, the majority of lecturers use two platforms that are widely known by students and are easy to use in daily learning. The presence of the Zoom application as a video conferencing platform, especially to meet the needs of optimal interaction and at the same time as an effective control tool in learning, makes lecturers generally make this platform their favorite online platform. While the WhatsApp application is undeniably a very popular platform and is one of the most frequently used media to support academic activities, not only during the pandemic but long before that. Therefore, the realization of the use of these two favorite online platforms focuses on utilizing the following things, namely as optimal media for interaction and communication in the classroom, effective control tools, easy and friendly usage of platforms, support for features that are familiar to students, and breadth of reach and adequate accessibility to support the learning process.

Therefore, the use of online platforms indirectly also represents the stages and procedures in the learning process carried out by lecturers. This is reflected in the lecturers' statements about the function and purpose of using these various online platforms.

The first stage related to the use of certain online platforms is at the presentation stage. At this stage, lecturers tend to use WhatsApp and Zoom as perceived below.

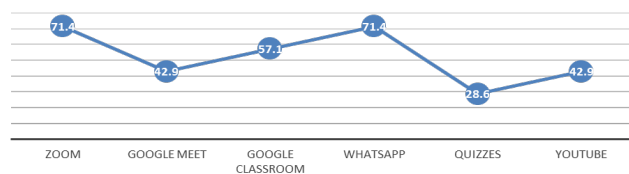


Fig. 7: The realization of online platforms in EFL online teaching

“WA is used to share materials, then Zoom is used to open discussion and check to understand”

“We have WAG to announce and guide students for preparation activities”

“Zoom is a platform to deliver the material.”

At this stage, Zoom is used to carry out discussion activities, check student comprehension, and deliver learning materials. Meanwhile, WhatsApp is applied in the form of group to share materials, make announcement and give instruction for preparation activities. These kinds of activities are parts of the presentation stage which is existed in the early stages of teaching activities.

The next stage deals with exercises and task production in relation to the application of certain online platforms, The lecturer perceived that in this stage they functions Google Classroom and YouTube.

“I use google classroom for students’ exercises”

“We used Google Classroom and YouTube for material tasks.”

In this stage, the lecturers tend to use Google Classroom to do exercise and tasks for production. Meanwhile, YouTube is used to integrate with Google Classroom in order to deliver material tasks. These kinds of activities indicate the use of online platforms at exercises and tasks production stage which are carried out after the presentation stage.

The last stage is related to the evaluation and assessment stages. At this stage, the lecturer uses the platforms Zoom, WhatsApp, and Quizzes as in the statement below.

“I used Zoom to test speaking and listening, while WA is used to test reading and writing.”

“Quizzes for test”

The use of Zoom is devoted to providing evaluations and assessments for speaking and listening because it is able to display video and communication features, while WhatsApp is more aimed at evaluating and providing assessments on reading and writing which are more flexible. It is different with Quizzes, where these platforms tend to be more comprehensive for all forms of tests.

Teaching model

The online teaching model that is often used by lecturers is a model that fulfills a sufficient learning load, achieves learning outcomes, has the principle of flexibility, and supports students learn by actively engaging in real-world and personally

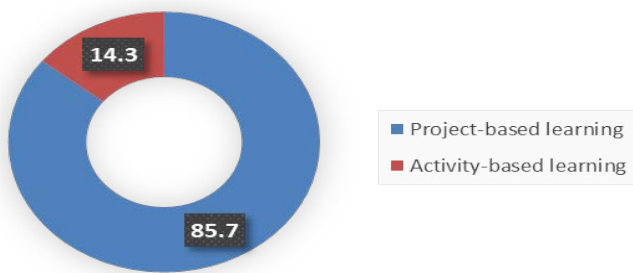


Fig. 8: The model of EFL online learning in pandemic

meaningful. Facilitating these needs makes lecturers dominant in applying project-based learning as an online teaching model. This model allows students to learn autonomously and gives students the opportunity to stay focused in following the learning process while keeping abreast of the development of the situation during the pandemic. That is why project-based learning is the most popular model during this pandemic.

The Impact of Home Environment to the Implementation of Online Learning

The realization of online learning in pandemic

Most students believe that implementing EFL online learning during the pandemic is less effective (Figure 9). 71.4% considered that the material presented by the lecturers seemed limited. Meanwhile, 14.3% of students categorized EFL online learning during learning from home as effective and not effective. Students think that online learning can be classified as effective because there are no problems related to learning stages and procedures, but rather focus on internet availability. It is not the same for those who believe that online learning is ineffective because they cannot fully grasp the material. Finally, the learning process is delivered face to face.

Furthermore, the result reveals that the categories occur were based on the experiences of students in dealing with the implementation of online learning. In relation to effective category, students consider that the effectiveness of the implementation of online learning is reflected in the involvement of students in carrying out assignments and participating in class exams as in the following statement.

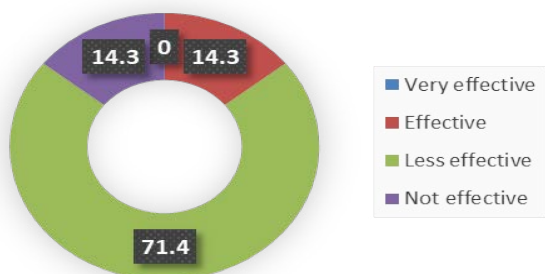


Fig. 9: The realizations of EFL online learning in pandemic

“It’s effective, I can see from the class respond both in assignments and test”

Student responses in completing assignments given by lecturers indicate a smooth online learning process. In addition, from this statement, the involvement of students in participating in the class assessment also indicated that the learning process was going well.

Different viewpoint occurred for students who perceive that the implementation of online learning was less effective. This perception reflect on students statement on this issue.

“The way the teacher deliver material is very limited, we hardly understand the material.”

Students perceived that their experiences in receiving material in the class during this online learning was very restricted. The students seemed to have difficulty in understanding the material delivered by the lecturer which certainly has an impact on the non-optimal learning achievement.

Different from the others, other students think that the implementation of online learning is not effective. These were based on the voices expressed by students.

“Well, I think when the lecturers have to explain or deliver information about the materials, I do not understand at all. So that we were invited to have a face-to-face learning activity. I think it’s bad ya.”

“Because of the network bandwidth, the learning is not optimal”

One characteristic of the ineffectiveness of online learning is the tendency of lecturers to continue to use face to face meetings as a follow-up to online meetings even though they have no connection with practicum or outdoor learning materials. This makes students think about the unnecessary in carrying out online learning which can be interpreted as a mere formality because teaching is in a pandemic situation. In addition, internet and network problems also have a significant role in ineffective learning outcomes. Obstacles that definitely arise considering the facilities and access are very dependent on the support and ability of each student.

Students’ workloads during online learning

In Figure 10, when discussing the differences in the students’ workload given by the lecturers before the pandemic and during the pandemic, most students think that the portion of the workload and task they get is the same. This is because the learning process obtained uses project-based learning, which has implemented before the pandemic. Besides, 28.6% of stu-

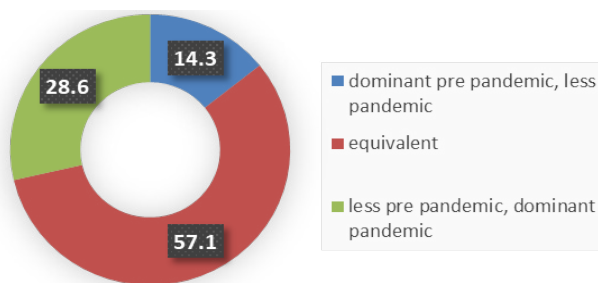


Fig. 10: The portions of students' workload

dents received a more significant share of workload during the pandemic than before. Meanwhile, 14.3% experienced the opposite.

Regarding the provision of learning loads and learning activities during the pandemic, it is considered not much different from before the pandemic. This is because the learning model used during the pandemic does focus on project-based learning. Thus, the existence of online learning does not seem to have a significant effect on the number of assignments and the implementation of learning activities.

Parental/family involvement during students' online learning

Based on the experiences of students during the deployment of learning from home in the time of emergence, there are various forms of support provided by parents and families. In Figure 11, there are 85.7% of students get support from parents and family in flexibility in their daily schedules. Time management is a crucial part in the success of learning from home. Besides, 71.4% received support by providing a space that minimizes noise and disturbance, internet access, learning tools, and materials. Furthermore, 42.9% of students were supported by their parents and family during learning from home by establishing constructive communication between parents/family and students and lecturers. These communication forms aim to understand lecturers' desires, monitor progress, and share to maintain mental health. Finally, students get support through the availability of a space that includes learning materials and interactions that aim to motivate and share learning problems.

Students' experiences in relation to the involvement of their parents/families in supporting online learning during the pandemic are most visible in their flexibility in following a learning schedule that does not affect their daily activities at home or with their families. This is very important considering the role of the family in ensuring that there are no interruptions in the fulfillment of learning during the pandemic. In addition to this, the family also has a role in ensuring the availability of internet access, the provision of learning tools, especially gadgets and laptops, can still be fulfilled, as well as a qualified space that supports the learning from home process.

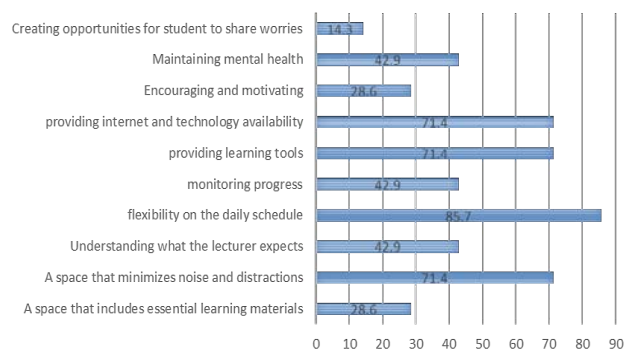


Fig. 11: The types of parental/family support during EFL online learning

Apart from that, the role of parents/families in ensuring the mental health of family members which is very important in a pandemic situation, in addition to monitoring and understanding online learning activities and what students need are also important, not forgetting the role as a motivator in situations like this. Finally, parents and families must open effective communication to support the learning process of students in the home environment.

Students' level of satisfaction during the implementation of online learning

The success of EFL online learning during a pandemic is closely related to the level of satisfaction and the elements of learning that students get during learning from home. Almost all students feel satisfied with the ability of online learning to allow feedback and collaboration. In addition, the satisfied category also appears in the material obtained during online learning, where it can include English language skills. Moreover, the use of online platforms seemed familiar for students. The students think that the presence of an online platform changes their perception of learning.

In the category neither agree nor disagree, most students consider that online learning can facilitate interaction that is sufficient to make students involved during the learning process. Besides, at this level, it appears that online learning is

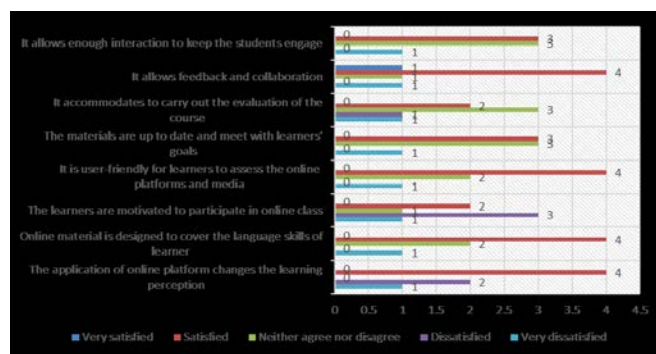


Fig. 12: Level of EFL students' satisfaction with the implementation of online learning

quite capable of accommodating the implementation of tests and evaluations, and the material presented through online learning is quite up to date in meeting the needs of students. Furthermore, the data in the dissatisfied category shows that students are not motivated to participate in class. This is based on the limited ability of online learning, which also depends on the implementation of blended learning in EFL classes.

In relation to the level of satisfaction experienced by students during online learning, students seemed to give a good response in participating in learning activities. This can be interpreted that students show a feeling of satisfaction which is closely related to online learning abilities in providing opportunities for students to collaborate which is supported by the use of user-friendly online platforms which are able to accommodate the provision of material that meets the language skills component which basically directs students to see online learning as an interesting thing and provide many unique experiences that were not obtained during learning before the pandemic.

Challenges in applying online class

Although the implementation of learning from home in a pandemic time brings positive perceptions, there are still challenges that arise in applying EFL online teaching and learning. Figure 13 indicates that most of the problems that arise are the unavailability of internet connections. It shows that 42,9% found that the challenge of online learning is very related to the internet network matters. Another obstacle faced during EFL online learning is the inability to cover language skills. 28,6% believe that the language skills coverage during EFL online learning is significant for the optimization of language learning. Furthermore, the challenges in applying to EFL online classes can also be caused by the lack of ICT skills performed by lecturers and students and the expensive cost spent in the realization of the online program.

In essence, the challenges faced by students in online learning refer to four things: internet connection, language skills coverage, ICT skills, and fees. This is agreed by students

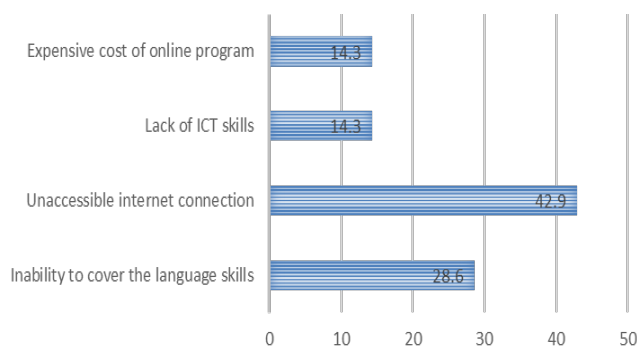


Fig. 13: The challenges of applying EFL online classes in pandemic

in seeing the extent of the obstacles that occur during this online learning.

When talking about internet connection as the main challenge, students think about internet and network access.

“The students have difficulties to access the internet, sometimes we hardly find way to join the online classroom activities.”

“There is no internet network in my home”

These internet access and network constraints include internet facilities and coverage at students’ homes, as well as network instability during the learning process. This is normal considering the level of internet availability has not covered all areas, especially for locations that do have problems with internet coverage.

In addition, in the learning process, which is related to the ability of online classes to cover all components being taught, especially language skills, there are still obstacles. As perceived by students in their statements.

“Listening and speaking skills are quite challenge due to we cannot interact directly.”

Although there are applications that are able to bridge the interaction process during online learning, it cannot be denied that in certain cases the scope of the interaction is not comprehensive. It takes extra work to design the learning process to be smooth in relation to accommodating interactions in online classes.

Another challenge concerns the skills of lecturers and students in the field of ICT. As expressed by the students below.

“When attending online class, lecturers tend to use many applications and it takes a lot of time to be familiar with them.”

“LMS (Learning Management System) training is urgent.”

The use of diverse and erratic applications following learning needs is a common obstacle. The tendency of lecturers to experiment in this need makes students need extra time to be able to follow what the lecturer wants. Moreover, the ability of students to be immediately familiar with the tools used is not adequate and requires supporting treatment to improve their ICT skills and at the same time will reduce this obstacle.

Last but not least, the obstacle that occurs during the online learning process is that it requires extra costs. It can be seen from the students’ statement below.

“We need more fee budget for internet data.”

“It will be ok to have cool gadgets.”

The presence of online learning also has an effect on the use of extra budgets. Internet needs, use of applications, availability of gadgets and laptops are mandatory during online learning which are not necessarily owned by students. Considering that the pandemic situation occurred suddenly, it required an adjustment process in terms of education financing to meet with the continuity of online learning.

DISCUSSION

Exploring the university and home context's environmental factors has impacted EFL online teaching and learning in pandemic time. These two contexts are identified as having their respective issues based on the usefulness of online learning categorization proposed by Syam et al. (2018).

In the university environment, the impact on the realization of online teaching during the pandemic is divided into five categories. The first category is teaching adaptation. The study revealed three kinds of attitude enacted by institutions in the transition and adaptation of EFL online teaching. These kinds of attitude cover providing workshop/training of online teaching, facilitating internet needs, and eliminating specific teaching guidelines for pandemic situation. In the event of a pandemic, the institution recognizes the importance of making any necessary preparations. The goal of these attitudes is to ensure lecturers' ability to adapt in online learning situations by scheduling periodic workshops/trainings aimed at improving lecturers' skills and competencies related to the new situation. The availability of internet and network facilities during online learning at universities is critical, especially in a pandemic situation. One of these amenities is the availability of internet data, which is intended not only for lecturers but, more importantly, for students. Institutions encountered several challenges in supporting academic activities at universities, which should be based on specific policy decisions, especially in a pandemic situation where everyone depends on it to adapt to the situation. This policy is intended to serve as the primary guide for all activities undertaken in this situation, which are unfortunately frequently ignored by institutions, having a negative impact on the implementation of certain activities and programs at the university. In line with this, Rapanta (2020) stated that it is very necessary for higher education institutions to act upon online university policies to refocus on ensuring lecturers-students availability and learning activity during the time of crisis. Similarly, Moorhouse (2020) suggested that appropriate program be provided to ensure that lecturers are well-prepared to handle online learning scenario in unexpected situation. The second category is teaching element. It was revealed that the differences in teaching before the pandemic and during the pandemic cover three elements such as teaching preparation, teaching method/approach, and teaching media. The lecturers recognized that the use of media was severely

limited, owing to the lack of platforms or online applications appropriate for the current learning situation. Furthermore, lecturers recognize that the availability of the Learning Management System (LMS) as the primary medium used in academic activities at the university is extremely beneficial to the teaching and learning process. This allows the lecturer to better coordinate media with students and other lecturers. Furthermore, because this system is integrated and easily accessible by the institution's stakeholders, it makes it easier for the institution to control and monitor. Regardless the current situation, it is undeniable that the need to interact both between students and between lecturers and students, the readiness of lecturers and students, and the long adaptation process are weaknesses and challenges in online learning. As a result, understanding the advantages and utility of onsite learning over online learning is unavoidable. Because institutions were unable to abandon onsite methods and approaches in learning during the pandemic, the need for blended learning (the combination of online and onsite approaches) became the most common thing done in universities. When it comes to preparing for teaching during a pandemic, most lecturers face the same challenges. This resemblance is related to the time and period spent preparing the lesson. The lecturers believed that the time available was insufficient to adapt in this situation due to the teaching preparation that had been made. This is undeniable because the adaptation process itself takes a significant amount of time, and this process is an earlier activity performed prior to the preparation process. Due to a lack of time for teaching preparation, lecturers frequently use full online learning as a teaching approach. To support this, Bartusevičienė (2021) emphasized that the university must develop anticipation, coping, and adaptation capabilities, as well as act on lessons learned, to ensure academic preparation, continuity and resilience. The third category is teaching approach. Due to a lack of preparation time, the need to learn according to pandemic protocols, and global policies on learning and working from home, full online learning must be the dominant teaching approach. This approach requires university academics, particularly lecturers, to use a flexible teaching approach that ensures learning continues even in limited circumstances. Full online learning is now available to ensure that the intended learning approach is implemented. The use of full online learning allows students to begin learning in the early stages of a pandemic, which is then combined with blended learning once the pandemic is under control. This demonstrates that lecturers' reliance on the onsite learning approach is still very common in educational institutions. In agreement to this, Mohammed (2022) stated that online learning has appeared to benefit learners and teachers worldwide where its merits and efficiency are proved. Furthermore, Müller & Mildemberger (2021) proposed that

online language classes will indeed indicate a variety of learning modifications, including web-facilitated education, hybrid or blended learning, and totally digital or online learning. The fourth category is the use of online platforms. The use of online platforms represents the stages and procedures in the learning process carried out by lecturers. Zoom is used to facilitate discussions, assess student comprehension, and deliver learning materials. Meanwhile, WhatsApp is used in a group setting to share materials, make announcements, and provide instructions for preparation activities. These activities are components of the presentation stage, which existed in the early stages of teaching activities. During the task production stage, lecturers typically use Google Classroom to complete exercises and tasks for production. Meanwhile, YouTube is used in conjunction with Google Classroom to deliver material tasks. In the evaluation stage, Zoom is devoted to providing evaluations and assessments for speaking and listening because it can display video and communication features, whereas WhatsApp is more devoted to evaluating and providing assessments for reading and writing, which are more flexible. It is not the case with Quizzes, where these platforms are more comprehensive for all types of tests. In accordance with this, Salehudin (2021) stated that the use of an online platform will foster the communication style of lecturers and students both inside and outside the classroom, allowing lecturers to be more creative in innovating learning while also providing a strong enthusiasm for students. Hamutoglu (2020) added that it is essential to mention that while being situated within the online learning context, videoconferencing significantly differs from other platforms, as it allows for audio-visual channels in the interaction. The fifth category is teaching model. The online teaching model that is frequently used by lecturers is one that fulfills a sufficient learning load, achieves learning outcomes, adheres to the flexibility principle, and helps students learn by actively engaging in real-world and personally meaningful activities. Facilitating these needs positions lecturers as leaders in the use of project-based learning as an online teaching model. This model allows students to learn autonomously and allows them to stay focused on the learning process while keeping up with the development of the situation during the pandemic. That is why, during this pandemic, project-based learning is the most popular model. As stated in Rofik (2022), the use of project-based learning will compensate collaborative problem solving and improve collaborative competencies of students. Nurhikmah et al. (2020) further point out the importance of choosing media of teaching to facilitate various approaches in practicing the language in EFL classrooms.

In the home environment context, the impact on the realization of online learning during the pandemic is divided into five categories. The first category relates to the realization of online learning. In this category, the completion

of assignments assigned indicates a smooth online learning process. The participation of students in the class assessment also indicated that the learning process was going well. Besides, students perceived that their experiences receiving material in class during this online learning were extremely limited. The students appeared to have difficulty understanding the lecturer's material, which undoubtedly contributed to their subpar learning achievement. One sign of online learning's ineffectiveness is lecturers' continued use of face-to-face meetings as a follow-up to online meetings, despite the fact that they have no connection with practicum or outdoor learning materials. This causes students to consider the unnecessary aspects of online learning, which can be interpreted as a mere formality because teaching is in crisis mode. Furthermore, internet and network issues play a significant role in ineffective learning outcomes. Obstacles that will undoubtedly arise due to the facilities and access are highly dependent on each student's support and ability. In line with this, Nova (2020) underlines online learning using videoconferencing sessions, which was quite useful for limited learning gains, such as applying some assessment criteria to speaking performance. The second category concerns learning workload. In this category, the provision of learning loads and learning activities during the pandemic is thought to be similar to before the pandemic. This is because the pandemic's learning model focuses on project-based learning. As a result, the availability of online learning does not appear to have a significant impact on the number of assignments and the implementation of learning activities. Gonzalez & St.Louis (2018) emphasize that online class practices should be ascertained by objectives and sequenced in tasks that represent actual events in order to heighten students' passion and motivation. The third category is parental/family involvement during students' online learning. In this category, students' experiences with their parents/families' involvement in supporting online learning during the pandemic are most visible in their flexibility in adhering to a learning schedule that does not interfere with their daily activities at home or with their families. This is critical given the family's role in ensuring that there are no interruptions in the fulfillment of learning during the pandemic. In addition, the family is responsible for ensuring the availability of internet access, the provision of learning tools, particularly gadgets and laptops, and the provision of a qualified space that supports the learning from home process. Apart from that, the role of parents/families in ensuring the mental health of family members is critical in a pandemic situation, as is monitoring and understanding online learning activities and what students require, not to mention the role as a motivator in situations like this. Finally, in order to support students' learning at home, parents and families must establish effective communication channels. In relation to this, Domina (2021) points out parental involvement and

information flows between parents and students can serve as an academically aid that is indeed crucial in any students' learning process. The fourth category is very related to students' level of satisfaction during the implementation of online learning. In this category, students appeared to respond positively to participating in learning activities when asked about their level of satisfaction with online learning. This can be interpreted as students expressing a sense of satisfaction that is closely related to online learning abilities in providing opportunities for students to collaborate, which is supported by the use of user-friendly online platforms capable of accommodating the provision of material that meets the language skills component, which basically directs students to see online learning as an interesting thing that provides many unique experiences that were not previously available. In agreement to this, Faize & Nawaz (2020) offer insight of accommodating students' adoption of online learning and making it a more meaningful, organized, and productive medium for learning become the key to student satisfaction in the implementation of online learning. The fifth category in this home environment is the challenges in applying online class. In this category, internet facilities and coverage at students' homes, as well as network instability during the learning process, are examples of internet access and network constraints. This is normal given that the level of internet availability has not reached all areas, particularly in areas with poor internet coverage. Although there are applications that can bridge the interaction process during online learning, it cannot be denied that the scope of the interaction is not always complete. It takes extra effort to design a smooth learning process that accommodates interactions in online classes. A common barrier is the use of diverse and erratic applications to meet learning needs. Because lecturers have a tendency to experiment in this need, students require extra time to follow what the lecturer wants. Furthermore, students' ability to become immediately familiar with the tools used is insufficient and requires supportive treatment to improve their ICT skills while reducing this barrier. The availability of online learning has an impact on the use of extra budgets. Internet access, application use, and the availability of gadgets and laptops, which students may or may not own, are all required during online learning. Because the pandemic situation occurred unexpectedly, an adjustment process in terms of education financing was required to meet the continuity of online learning. As stated by Son (2018), the challenges in online learning commonly refers to lecturers' online strategies, communicative activities, students' competencies, and technology usage..

CONCLUSION

This study explores the extent to which environmental factors viewed from the university and home context affect the

effectiveness of EFL online learning in the time of unexpected scenario. The success of implementing EFL online teaching is highly dependent on the extent to which lecturers' readiness during the teaching transition process from before the pandemic to the pandemic including changes in teaching perceptions, the use of video conferencing media as a teaching medium in a project-based learning model that can bring interaction and collaboration during the learning process. Besides, institutional support during teaching adaptation from Face to Face to online learning is needed not only through providing facilities such as internet accessibility but also by increasing lecturers' ability to implement teaching during a pandemic in using online platforms. The proficiency and readiness of lecturers in implementing the online learning system play an important role, especially in the full and blended learning approaches.

On another occasion, students' responses are mainly related to the limitation of the learning gains, the inability to cover language skills, and the minimalization of parental support that results in the effectiveness of learning during EFL online classes. Furthermore, student workload is also a key challenge in implementing online learning, especially in a project-based model. The exploration of these environmental factors at the university and home context may explain as a beneficial outcome to prepare better online learning in the EFL classroom in emergencies.

This study provides an empirical analysis to help address key parameters of EFL lecturers and students who are most likely to engage in online teaching and learning, as well as a foundation for continued study on the implementation of online technology by EFL lecturers. Furthermore, given that online learning is one of the fastest-growing tech educational settings that has become an accurate model for many educators, this study provides valuable insights into the correlation between EFL lecturers and education system developers, serving as valuable standards for other educators interested in developing excellent online learning approaches. As a result, the implication of the study is twofold: academic and practical folds. This study adds to the literature on information system adoption by investigating EFL teachers' acceptance of online learning in accordance with relevant environmental factors such as instant connectivity, functionality, communication, content augmentation, and self-proficiency. In other words, it considers the relationship between a validated online learning environment and perceived usefulness from university and home contexts, as it relates to EFL lecturers' and students' intentions and actual implementation of online learning. As a result, this study leads to a better understanding of some of the primary drivers predicting EFL lecturers' and students' perceptions during online teaching applications. Furthermore, the findings support the fundamental principle of EFL lecturers' behavior toward online learning, demonstrating

the validity of environmental factors as a thorough research foundation for understanding online learning users' intentions and actual implications in this period of emergence.

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