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Learning Agility During Pandemic; Outstanding Strategy in Language Learning by Using Zoom Application

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Abstract. During the pandemic, learning has been disrupted into learning that is not limited by the partition, both class and time barriers. This disruption requires teaching staff, especially language teachers to be agile in playing the role of teaching staff who are adaptive to change. The innovations made are related to how to implement language learning strategies based on virtual learning environments such as the zoom meeting application. The offer of features and simplicity in using the application makes teachers make it a top choice. Therefore, this study aims to uncover outstanding strategies in language learning with a zoom application. This research uses a qualitative approach with case study. This research site is Islamic University, in the area of Tapal Kuda, East Java, Indonesia. The results showed that, outstanding strategies in language learning by using the zoom application were carried out by collect information about student conditions, provide instructions for using the media, modifying the language learning goals, applying self-directed learning, and providing independent learning instructions through the share screen feature.

1. Introduction

Language learning has its own uniqueness that distinguishes it from other subjects. The emphasis of language learning on the four components of skill makes it has its own difficulties that distinguish it from other lessons. Learning outcomes that are directed not only at one skill require teacher staff to have more ability to use a variety of learning strategies and methods [1]. Desired outcomes and outcomes in language learning are learners have four skills, such as speaking skills, listening skills, reading skills, and writing skills.

Different levels of difficulty, one of which depends on the different achievements between each skill increasingly find momentum when faced with situations that require disruption in learning.

Learning disruption makes the learning process not bound by space and time [2]. The learning process can be done through virtual space as evidenced by the emergence of the Massive Open Online Course (MOOC) in virtual space. The learning process is carried out with a variety of approaches and methods depending on the learning planning of each MOOC organizer. The approach used in online learning can be done with the one way communication approach or two way communication.

The demand for disruption in the field of learning found its momentum when an epidemic struck the whole country. This has an impact on the number of educational institutions that are not ready and even stutter in preparing the learning process that is carried out online. Among educational institutions that stutter in the organization of online learning are universities. However, the unpreparedness of tertiary institutions in preparing devices and media for conducting online learning can be anticipated by some lecturers with learning by using media that had previously been without waiting for media from tertiary institutions. Among the media that are often used by lecturers in learning is the zoom application which has many more features than other applications.

Among the universities that prepare online media or learning applications is Nurul Jadid University. However, the majority of lecturers use other media that are considered to be more friendly used and have many features that allow for two-way communication between students and lecturers. In language learning at Nurul Jadid University, both learning Arabic and English, lecturers use the zoom meeting application with various methods to support the effectiveness and efficiency of language learning.

2. Learning Agility and Virtual Learning Environment During Pandemic

The virtual world has removed human barriers in socializing. Time and space limits have no effect [3]. The media allows humans to communicate with each other wherever they are and at any time, without worrying about the distance between them and is not affected by time (day or night) [4]. This has gradually penetrated the world of education with the presence of a variety of online learning media modes. The existing media also underwent a transformation and improvement that adjusted the user's wishes. These adjustments which later led to the term virtual learning environment, where the learning process has shifted towards a virtual learning space.

The current virtual learning environment has also undergone a shift in form and additional features that make it easier for teaching staff and students to make the learning process.[5] Among the applications that are often used today are the zoom meeting applications that provide interesting features that support the learning process running effectively and efficiently. One of the features offered in the application is a video service that allows learning to be done face-to-face. In addition, the zoom application enables real time communication by using various electronic devices connected to the internet network such as smartphones, tablets and laptops. The zoom meeting application has its own advantages when compared to other applications. Share screen feature that allows users to easily present power points and the ability to record and save a meeting session makes it not comparable with other applications.[6]

With these features, the application is an answer to the constraints of limited space and time in the learning process. The application eventually becomes a classroom that allows teachers and participants to interact and communicate. Virtual learning space is one of the media that can accommodate changes in the landscape of education.[7] Virtual learning environments that exist in virtual learning applications are the answer to constraints and learning problems that cannot be carried out due to a pandemic. Pandemic conditions make the learning process transform into distance learning. The pandemic that has engulfed the whole country is expected to end in a long time. Therefore, almost all teaching staff innovates learning by moving classrooms, and making the virtual learning environment a classroom that facilitates teaching staff without being limited by space and time. The learning process that takes place in a virtual space is done by making students the center of learning.[7]

The problem of compulsion due to a pandemic requires that the teaching staff be agile in managing the learning process and make it fun for students. Distance learning using a virtual learning environment enables collaboration inquiry, and flexibility of time and place. However, a virtual learning environment also does not guarantee the achievement of learning objectives if not managed

properly. There needs to be a learning strategy and design that makes virtual classrooms a learning space.[8] Thus, in learning with virtual classrooms it requires an appropriate system design.

The concept of virtual learning environment basically only relates how to move the learning space to a virtual classroom. The virtual classroom is constantly experiencing technological evolution and features that make it easier and more fun. Learning that is done with a virtual learning environment also plays an integrated learning pattern in formal, in formal, and non-formal education.[9] In managing learning conducted online, there are two main models in communication or interaction between teaching staff and students, namely synchronous and a-synchronous.[10]

3. Design of Online Learning in Language Lessons

Language learning emphasizes different abilities compared to other materials. These abilities emphasize four skills that require different strategies, planning, implementation and evaluation techniques compared to other subjects. In the language learning planning process, teaching staff need to prepare teaching materials, media, methods, approaches and assessments [11] within a certain time duration to achieve a target and learning outcomes. Failure to plan the learning process will make learning not directed.

Planning in the learning process, especially learning done through online media, should make students as the main actors. Thus, learning activities can be undertaken by them with full awareness, willingness, and meaningfulness by being actively involved in it [12]. To make it happen, teaching activities by a teacher need to be understood more as an effort to facilitate learning (in the form of mentoring, direction, providing motivation, and so on) rather than delivering information [13]. The planning process in language learning through online media needs to be interpreted not just as a transfer of knowledge, but rather as a transfer of how to learn (learning how to learn) [14].

Designing language learning requires an analysis of needs, both the needs of teaching staff and the needs of students. Analysis of needs in that context has the meaning of comparing what is already known with what is not yet known by students. Needs analysis is directed at aspects of what needs to be mastered by students in a particular situation. The next aspect that is no less important in the needs analysis is the lack aspect in the form of an imbalance between the current conditions or mastery with the target needs. While the last aspect in the needs analysis is related to the desires of students related to what things are desired to enter in the learning process [15]. These aspects are taken into consideration in the needs analysis process before planning the learning process [16].

The next process that is no less important is determining learning objectives. The purpose of language learning is quite unique when compared to other subjects. Language learning is directed at achieving the ability to read, listen, write and speak. If related to the needs analysis process, the stages of determining this goal can be modified by looking at the conditions and mastery of students. After determining learning objectives, the instructor prepares a learning planning tool that contains a clear learning design specification and regulates what needs to be done as well as the criteria and standards for its achievement [17].

In the learning process, the main step that must be taken by a teacher is the selection and implementation of a learning methodology. The methodology is the most crucial thing in the learning process including language learning. The choice of learning methodology is an activity that is also supported by the experience of a teacher. Teachers who have a lot of learning experience, the more the instructor is easier to determine and implement a learning methodology. In different processes and situations, the learning methodology used can also be different. Thus, the nature of the use of a learning methodology is related to how a teacher positions his role in the learning process.

4. Research Method

This study uses a qualitative approach with case study. The researcher tries to describe and analyze the outstanding strategy in language learning by using zoom application in Islamic University at Tapal Kuda area, East Java, Indonesia. The process of collecting research data is done by observation, interview, and documentation techniques. While the data analysis technique used is the Miles and Huberman data analysis technique consisting of data reduction, data display, and verification.

5. Research Result

The results showed that, learning agility during pandemic; outstanding strategy in language learning by using zoom application in Islamic University at Tapal Kuda Area appears on;

5.1 Collect information about learners conditions

The learning process in the pandemic period requires the ability of educators to make learning innovations. These innovations are directed at distance learning patterns. The results of this study indicate that language learning innovations carried out by educators who use the zoom application are analyzing the needs and conditions of students. In distance learning using the internet, there are problems that are possible for students, both in terms of reach and internet access that are not necessarily easily obtained, hardware that can be used, the ability to use a laptop or smartphone, and others. The process of obtaining information about the condition of the students is carried out in the middle of the current semester. Thus, the process of obtaining information carried out by educators in order to make changes in the middle of the process of planning that has been determined. In this context, it can be said that there is a change of planning in halfway.

Educators make efforts to obtain information with the main goal of reaching agreement on the use of media and time allocation. While information about mastery, capacity, and capability of students has referred to information that was obtained before the pandemic. Thus, educators conduct two times the collection of information, first gathering information on students before the pandemic and secondly gathering information after the pandemic. The difference between collecting the first and second information only relates to the readiness analysis and the media that will be used by students.

5.2 Provide instructions for using the media

The language learning process carried out in online mode is a relatively new matter for new educators and students at the Islamic University in Horseshoe. Limited knowledge, internet network access, and device ownership make online learning a hassle, both for educators and for students. Before the language learning process is carried out using the zoom application, educators prepare students to be able to use the application. The process is done by providing instructions for use in the form of videos uploaded on Google Drive, WhatsApp and Telegram groups. The activity of providing this understanding is carried out outside of class time. Thus, students are expected to have mastered the use of the application, either by using a laptop or smartphone.

5.3 Modify the language learning goals

Four skills are the aim of language learning. With four different skills, it will require different approaches, models, strategies, and learning methods to effort in achieve each of these objectives. Therefore, the results of this study indicate that teachers change the goals of language learning which is the main goal in language learning. These objectives are directed at how students can communicate using foreign languages. In this context, the teaching staff has made language as a medium of communication, and not as a lesson that must be mastered in theory. The adjustment was also made due to the limitations of interaction and communication with students so that the teaching staff made modifications towards the achievement of the main goals in language learning.

5.4 Applying self-directed learning

Learning done in online mode has many limitations and digital gaps. Therefore, this study shows that there is an effort made by educators in order to eliminate or minimize digital limitations and gaps. The effort is a learning approach that makes students the center of learning (student centered). In language learning, this process is one of the activities that is considered effective enough to bring up language skills well. Therefore, language instructors at the Islamic University in the Horseshoe area use self-directed learning as a model for learning.

Self-directed learning makes the learning process limited by internet quotas more efficient and easier to do without eliminating learning objectives. The use of the self-directed learning

model makes students the owners and apprentices of the learning process.[18] One expectation of using this model lies in the responsibility and independence of students in learning.[19] Language skills that are the main focus of achievement in language learning are abilities that can be achieved independently. The results of many studies have shown that a person's ability in foreign languages can be learned independently.

5.5 Provide independent learning instructions through the share screen feature

The learning process based on self-directed learning requires the teaching staff to prepare learning instructions that can be done independently by students. The instructions are made through a feature that is one of the advantages of the zoom application. The zoom application allows users to share videos, presentation slides and more. The results of this study indicate that language instructors give instructions to students about what students should do. Instructions given by teaching staff are directed at the achievement of the main objectives in learning foreign languages. While the instructions given by the teaching staff include how students change the mindset about language learning, instructions using the iTalki, Speaky, and Anki applications, learning and understanding chunking through video, and so forth.

6. Conclusion

Based on the description as above, it can be concluded that learning agility during a pandemic; outstanding strategy in language learning by using the zoom application is done by; a) collect information about learners conditions, which is done in order to find out what is needed by students and media that are considered effective in achieving language learning goals, b) provide instructions for using the media so that students are able to use the zoom meeting application which is a learning medium with online mode, c) modify the language learning goals directed at achieving the main goals in foreign language learning, d) applying self-directed learning by making learning responsibilities and independence as key instruments for success in mastering foreign languages, and e) providing independent learning instructions through the share screen feature.

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