

Management of English Courses in Virtual Learning During the COVID-19 Pandemic

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Submitted: 2022-04-03. Revised: 2022-09-08. Accepted: 2023-01-28

Abstract. The existence of the COVID-19 pandemic has succeeded in transforming the implementation of offline learning activities into online. This does not only occur in formal educational institutions, but also in non-formal educational institutions such as the Mahesa Institute Course and Training Institute (LKP) as an English language course institution. The purpose of this study is to examine management as a strategy for LKP Mahesa Institute in maximizing learning methods applied during the COVID-19 pandemic as well as to examine the enthusiasm of learning residents during distance learning. The research method used in this research is qualitative with a descriptive approach. The data analysis technique applied is Miles and Huberman's analysis theory which consists of the stages of reduction, presentation, and drawing conclusions. The results obtained from this study are that in the management process, LKP Mahesa Institute is by improving the skills of educators and learning residents through virtual learning activities so that they can improve the learning outcomes carried out. Novelty from research conducted in the application of the virtual learning model at the LKP Mahesa Institute non-formal education institution is able to increase the learning speed of learning citizens anytime and anywhere, increase collaboration while increasing mastery of learning resources, and being able to create different learning experiences. So, with this research it is hoped that it can become a source of information in developing the management of English courses.

Key words: entrepreneurial attitudes, entrepreneurial skills, entrepreneurial knowledge, behavioral intentions

How to Cite: Yulianingsih, W., Roesminingsih, M. V., Mardiyah, S., Lutviatiani, M., & Rofiah, K. (2023). Management of English Courses in Virtual Learning During the COVID-19 Pandemic at LKP Mahesa Institute Pare Kediri. *Journal of Nonformal Education*, 9(1), 23-30.

DOI: <http://dx.doi.org/10.15294/jne.v9i1.41737>

INTRODUCTION

Indonesia has been affected by the COVID-19 pandemic since early 2020 (Assidiqi & Sumarni, 2020), (Sardin et al., 2022). This pandemic disaster has succeeded in causing changes in various aspects of life, such as habits, culture, mindset, and religious methods, to the socialization process (Kurniawansyah et al., 2020), (Purwanto et al., 2020). There is no exception in education, where the impact can be directly felt, especially in the implementation process (Rasman, 2021); (Malik, Prabawa and Rusnayati; 2019). The affected education sector is an urgent matter, and a solution must be found immediately so that learning activities can continue to run effectively because education has an essential role in the sustainability of a country, so education management is a crucial matter to be carried out optimally and adequately to be able to answer the learning needs of the community (Eny, 2017); (Fattileni, 2018); (Said, 2014).

The dissatisfaction of learning residents with learning management in schools during the COVID-19 pandemic has encouraged the formation of alternative educational opportunities outside of school (Saepudin et al., 2020). It is often an option that is taken into account to meet the achievement of learning needs

(Sulisto, 2021). It happens because the learning system that is applied is not optimal, so it affects the learning patterns and methods of learning citizens (Astuti & Presiadi, 2020), (Munawaroh, 2005). The process of habituation and regulation of learning concepts and effective management of learning citizens needs to be done to optimize the process of understanding learning citizens in learning activities (Pujilestari, 2020), (Handarini & Wulandari, 2020), (Anugrahana, 2020).

A good and correct management mechanism in an educational institution will produce graduates who have the potential and ability to compete in the business world and the industrial world, both at national and international levels, and this is also no exception in the management of non-formal education (Pranoto et al., 2021). Non-formal education is a series of organized educational activities outside the formal, independent, flexible and dynamic education system, which is carried out to provide services to students in order to achieve learning competence, information, training, and guidance both in soft skills and hard skills to support life (Yulianingsih & Lestari, 2017), (Yulianingsih et al., 2021). This management can be seen through the bureaucratic aspect, which is the key to an organization's sustainability and will determine each step's success or failure (Almaidah, 2017). Man-

agement is a process of supervision within the organization that includes all activities related to implementing policies and achieving goals (Hidayat and Machali, 2012); (Puspito, Swandari and Rokhman, 2021). In the context of managing nonformal education requires more cooperation and hard work to introduce the education system and its advantages due to the lack of public knowledge about the concept of learning in non-formal education (Septiani, 2015); (Almaidah, 2017).

The development of increasingly sophisticated science and technology in the modern era as it is today has encouraged the emergence of the diversity of community needs in the field of education. Thus, giving birth to many types of program provisions in non-formal education, one of which is the Course and Training Institute (LKP) (Arizona et al., 2020). LKP is a non-formal education unit aiming to develop itself and hone the potential and skills of learning citizens in supporting learning needs. The management of professional courses and training institutions will positively impact partners and the government in attracting graduates who have proven experience and abilities and are certified for eligibility (Yulianingsih & Lestari, 2017). The target audience for learning at the course and training institutions is not bound by age restrictions, which means they are general.

LKP Mahesa Institute is located in English Village, Jl. Mawar Village No. 04 Mangunrejo, Tulungrejo Village, Pare District, Kediri Regency, East Java. Mahesa Institute is a course and training institution engaged in English courses (Yulianingsih et al., 2021). The fame of LKP Mahesa Institute is no doubt because it has existed since 1998. It is no wonder that LKP Mahesa Institute has received an A accreditation by BAN-PNF since 2015. This English course institution provides several packages of excellent program choices, namely online class programs (speaking class and TOEFL class), offline classes (fast track, acceleration, complete track, excellent track, general English course, and zero to hero), and TOEFL Booster class (listening comprehension, structure, and written expression, reading comprehension). The length of education provided starts from 2 weeks to 5 months.

The virtual learning during the COVID-19 pandemic at LKP Mahesa Institute Pare Kediri are monthly and weekly course classes and one-month and two-month intensive packages. The educational transformation process organized by LKP Mahesa Institute has two methods, namely offline and online. Each method has its advantages and disadvantages, so learning citizens have the freedom to choose learning methods according to the situations and conditions experienced. Learning online by virtual learning is not much different from face-to-face learning in general. Virtual learning is a distance learning process that involves digitalization and technology assistance by utilizing the network as a connecting medium (Subir, 2020). Practi-

cality, convenience, and efficiency complement virtual learning has a meaning in the educational process (Siswati et al., 2020).

Based on the description of the information and insights above, the researchers found phenomena and urgency in the field. They felt it was important to discuss them to provide an in-depth description of "Management of English Language Course Virtual Learning During the COVID-19 Pandemic at LKP Mahesa Institute Pare Kediri". This study aimed to determine how the process of managing English courses in virtual learning or distance learning programs during the COVID-19 pandemic at LKP Mahesa Institute Pare Kediri was carried out.

METHOD

This study uses a qualitative method with a qualitative descriptive approach. The location of the research was carried out at LKP Mahesa Institute English Village Jl. Mawar Desa No. 04 Mangunrejo, Tulungrejo Village, Pare District, Kediri Regency, East Java. The choice of LKP Mahesa Institute is because this LKP has been established since 1998 and has been accredited A by BAN-PNF and LKP Mahesa Institute has implemented online and offline based learning. The data sources used are primary data sources by applying data collection techniques in the form of observation, documentation studies and interviews with informants determined through the snowball sampling technique (Sugiyono, 2018). The informants for this research are learning residents who are both school-aged and already working, as well as LKP managers as well as teachers by applying the virtual learning method.

The data analysis technique was carried out by applying Miles and Huberman's data analysis theory, namely by reducing data during management activities, presenting the data that has been obtained through observation, interviews, and documentation, to draw conclusions from the data that has been obtained (Prof. Dr. Emzir, 2016). As for ensuring the data obtained is credible, according to Sugiyono (2018) a data validity check must be carried out, namely by applying the source triangulation technique by comparing perspectives and conditions between research informants, namely students and managers of LKP Mahesa Institute.

RESULTS AND DISCUSSION

Management of Educators and Course Participants at LKP Mahesa Institute

Educator management is a crucial process to improve the quality and quantity of educators in carrying out learning activities (Hasibuan, 2020). According to Buchari (2018), the role of the teacher as a manager in learning activities determines the efficiency and effec-

tiveness of learning activities in achieving goals, as well as in managing learning educators carry out learning planning, organize learning, motivate learning citizens, and evaluate learning sustainably and comprehensively.

The failure and success of education can be seen in the ability of a tutor to carry out learning activities in the classroom or the overall educational process (Hasibuan, 2020). Educators at LKP are competent workers in their fields, therefore it is necessary to increase their creativity to continue to grow (Rahmat, 2018). A course and training institution (LKP), is a non-formal educational institution that is organized to improve community skills, knowledge, and life skills and aim to improve their competencies or to continue to a higher level (Yulianingsih & Lestari, 2017), (Directorate of Course Development and Training, 2017). Likewise, LKP Mahesa Institute has educators with academic and professional qualifications. LKP Mahesa Institute is one of the best and oldest English course institutions in Kampung Inggris Pare Kediri because it is committed to providing services to the basic needs of learning citizens according to sustainability needs at the education level and requests for the use of English. In addition to managing learning activities, teachers or tutors at LKP Mahesa Institute must also communicate well with learning residents because, as a teacher, they must be able to establish effective communication with learning residents, especially in delivering learning materials. With this, effective communication will be established so that the objectives of the training and course activities will be easily achieved (Yustiani et al., 2015); (Widianto et al, 2021); (Ali, Prawening and Samiaji, 2020).

The strategy used in the effort to manage educators is aimed at shaping the effectiveness of human resources in an institution (Hasibuan, 2020). The strategy can be done by understanding an educator's background, abilities, and skills so that later educators can apply learning according to their abilities and skills (Fattileni, 2018). According to the explanation from the head of LKP Mahesa, there are four managers, including one person as chairman who is responsible for the activities to be implemented, two people as learning educators, and one as an administrator who is responsible for implementing the registration of learning citizens. In managing the competence of a teacher, it can be seen from the standardization, which is divided into four, namely: a) Pedagogical competence is the ability of a teacher to understand the understanding related to learning citizens and learning citizens with dialogical and participatory learning management, b) Personal competence related to the ability personal that reflects an upbeat and exemplary personality for learning citizens or learning residents, c) Social competence related to the ability to communicate and associate effectively with learning residents or learning resi-

dents, d) Professional competence is the ability of a tutor to master learning in depth, breadth, and depth. The contents of the PNF curriculum are to be given to learning residents or learning residents (Hasibuan, 2020).

The management of learning citizens is also a crucial thing to do, which is done by regulating or managing all learning community activities from the entry of students or learning residents in taking education to the exit of learning residents from an agency (Hasibuan, 2020), (Shofwan & Kuntoro, 2014), (Auliya & Suminar, 2016); (Mashuri and Hasanah, 2021). In managing learning citizens, it is necessary to review the learning needs and the needs of learning facilities and infrastructure that will be provided for learning residents. These facilities and infrastructure are used to support education in the learning process because without the management of facilities and infrastructure, the need for facilities and infrastructure for learning activities will also not run well (Dillenbourg et al., 2002).

In managing the learning community at LKP Mahesa Institute, it can be seen from the learning community after taking education, by knowing the standardization of the learning community competencies, including a) Personal skills, which are the abilities to learn citizens after attending training, namely helping each other during the learning process, b) Social skills, namely the ability to teach citizens to interact or communicate with others in collaborating, c) Vocational skills, namely the ability to learn citizens to receive education in developing their skills to be applied in entrepreneurship, d) Academic skills, namely the ability to learn citizens to accept learning and develop at the level of education higher (Herlinda et al., 2017).

The management of educators and learning residents at LKP Mahesa Institute is carried out before the learning process is planned. It aims to create competent educators in their fields. An educator is vital in realizing learning objectives and providing learning materials. An educator must provide good teaching to learning citizens so that learning citizens or learning residents understand not only the material but also the meaning of learning material because teaching that follows the purpose will positively impact prolonged memory (Yustiani et al., 2015). Furthermore, learning citizens can also choose a comfortable place in learning activities, which aims to make learning citizens not bored in carrying out learning activities to get maximum results. In addition, learning activities are not only carried out within the LKP but learning citizens can do learning outside the LKP, such as implementing independent learning by agreeing with the teacher. The steps in independent learning activities carried out at LKP Mahesa Institute are by: a) Providing motivation, which is where an educator provides positive encouragement or stimulation that leads to independent learning activities, b) Agreeing on the collection of tasks

given between teachers and learning residents, c) Residents learn to collect assignments according to the time agreed previously, d) Discuss and evaluate the learning that has been done (Yustiani et al., 2015).

So that by managing to learn or managing educators and learning citizens, it can increase the capacity of educators in the process of teaching and learning activities so that later learning citizens will not only receive learning material but can understand the content of the learning that occurred at that time and be able to remember well. Furthermore, the management of learning residents is carried out to determine the development of learning citizens after participating in learning, especially in improving English skills at LKP Mahesa institute, motivating learning residents to continue to want to learn and develop their knowledge.

Virtual Learning Model

The aims of learning will be easily achieved optimally if the learning model applied is under the needs of the learning community, the conditions of the learning residents, teaching materials, infrastructure, and the condition of a tutor himself (Fatthurohman, 2015), (Auliya & Suminar, 2016), (Purba, 2010). During the COVID-19 pandemic, the demand to carry out learning continues to develop, especially in the application of virtual learning in the learning process. Virtual learning refers to the learning process in virtual classrooms in cyberspace through the internet (Pannen, 1999). The application of virtual learning is intended to overcome the problem of the separation of space and time between learning citizens and teachers through computer media (Susanti & Prameswari, 2020), (Said, 2014), (Mashuri & Hasanah, 2021). Learners can get the materials designed in learning packages available on the internet site. So that by implementing virtual learning, learning residents can study the materials on their own or, if needed, ask for help in the form of computer-facilitated interactions. Virtual learning can be done by computer-based learning (CAL) or interactive web pages, tutor-assisted Learning, or tutors synchronously (at the same time) and asynchronously (at a different time), or learning assisted by other learning resources such as with other learning residents or experts, e-mail, or other platforms (Angrawan, 2019).

The learning model applied by LKP Mahesa Institute by adjusting the situation and conditions and following technological developments in the era of globalization, namely by applying Virtual Learning. Virtual learning is a form of learning by developing information technology in the field of education, as well as virtual learning is a form of transformation of teaching and learning from conventional to digital (Subir, 2020). The concept of virtual learning was developed not to replace face-to-face learning but to combine face-to-face learning with virtual that will enable an increase in the quality of learning, in addition to in-

creasing the effectiveness and efficiency of education (Alam Fajar et al., 2015). Virtual learning was developed to support face-to-face learning and to be applied as the only learning process in distance education or combined with direct learning (face-to-face in class) (Mashuri & Hasanah, 2021). In the application of virtual learning, the components of learning citizens, teachers, and learning resources are facilitated by ICT to achieve learning objectives. The main principles in virtual learning are authority and collaboration (Astuti & Presiadi, 2020). In this sense, learning citizens are responsible for determining the material, access to learning resources, the time they have, the media to be used, and the place and the learning steps taken to achieve the learning objectives. Collaborative in a sense, to be able to carry out these responsibilities, learning citizens are required to interact between learning citizens, teachers or tutors, and other available learning resources.

The virtual learning model makes learning citizens learn independently, especially in reviewing the material that has been studied. With this model, learning residents can learn at a pace centered on their abilities, not at speed set by tutors or other learning residents. Devices and networks can also be played back to explain the exact material so that it does not impose time limits on the activities carried out by its users (Fattileni, 2018). In addition, the virtual application aims to overcome the separation of space and time between learning citizens and teachers through computer media. Learners can get learning materials designed in learning packages available on the Internet site. By implementing virtual learning, learning residents can study learning materials on their own or, if needed, ask for help in the form of computer-facilitated interactions, such as computer-based Learning (CAL) or interactive web pages, learning assisted by teachers or tutors individually. Synchronous (in the same time point) and asynchronous (in different time points), or learning assisted by other learning resources.

Virtual Learning Outcomes

From the research activities, researchers found that the learning outcomes carried out by applying virtual learning significantly contribute to efforts to improve the quality of learning. The advantages of using the internet in learning that support virtual learning is as follows:

1. Learning citizens can learn anywhere according to their learning speed and conditions because learning materials will always be available on the internet network; in addition to making good use of learning, citizens have easy access broad range of available learning resources;
2. Learning by utilizing the internet network provides opportunities for learning residents to interact with other friends, tutors, and other learning communi-

ties by utilizing their learning resources. This shows that virtual learning provides opportunities for learning residents to carry out various interactions and collaborate with learning resources;

3. By utilizing the internet as a learning resource, learning residents can use appropriate ways to access more comprehensive resources, besides that citizens learn to master the information presented in various learning resources, and learning citizens will also have skills in using these various learning resources;
4. The material presented online is easy to update and modify, therefore learning citizens will always obtain the latest information;
5. Internet encourages active learning and facilitates intellectual involvement of learning citizens with learning materials;
6. The use of Asynchronous Learning Networks provides a variety of learning experiences and accommodates the learning styles of different learners;
7. Economically, learners can stay at home without having to spend money on transportation in education; besides learning, residents can also continue to carry out daily activities. Learning by utilizing the Internet will encourage the growth of learning skills for learning citizens (learning how to learn), reasoning skills (higher order thinking skills), communication skills (speak and written), the ability to find various learning resources, increase the activity of learning citizens, and improve social skills.

The results of virtual learning also continue to provide assessments that are carried out remotely by teachers via computers and are carried out openly (Robbani et al., 2020). In this way, learning residents in LKP can take an assessment whenever they are ready to be given a grade. From this explanation, it can be seen that the characteristics of learning that apply to the concept of virtual learning can be interpreted as a separation between educators and learning citizens. In contrast, the open learning system can be concluded that open access and freedom to choose various learning sources, as well as the learning process flow, are network-based. Virtual learning provides opportunities for learning citizens to interact with various learning resources available via the internet, the skills of citizens to learn in lifelong learning will increase, and through online discussions, learning citizens will master responsible and professional communication skills (Hasibuan, 2020), (Yustiani, 2020). et al., 2015).

In the application of virtual learning in the learning process, before teaching and learning activities begin, there are pre- class and telegram groups to convey information on online class preparation. As in speaking class, before class starts, pre-class is carried out by giving modules or e-books, for TOEFL-class before

class is held, almost the same as speaking class, pre-class and telegram group are also carried out to convey information in preparation implementation of online classes. However, there are differences, especially in the TOEFL simulation activity, which can be done two times online and added with one offline activity by coming to the language laboratory at LKP Mahesa Institute. Learning activities at LKP Mahesa Institute are completed from 16.00-20.00 WIB.

During the COVID-19 pandemic, learning activities were carried out face-to-face for course participants, while in other programs, LKP Mahesa Institute only accepted a maximum of 20 people to attend classes offline. However, the implementation of online courses is still ongoing and is held every Monday- Saturday from 16.00-20.00 WIB.

The speaking class at LKP Mahesa Institute targets people who come from the surrounding and outside the city, who already have a job or have not worked, intending to increase their ability to learn English. At the same time, the target for the TOEFL class is students or participants who are in school to assist in continuing their studies to a higher level or to get a job. The level of effectiveness of the learning can be known by reviewing the effect of the results of potential development and increasing the potential of learning citizens after carrying out a series of learning processes (Said, 2014). So that with the application of virtual learning, the dependence on distance or time in carrying out learning activities can be well addressed because the material can be accessed at any time without waiting for the learning schedule to be carried out and can assist in minimizing network disturbances from some learning residents (Anugrahana, 2020).

Comparison of Virtual Courses with Face-to-face Before the COVID-19 Pandemic

The impact of the COVID-19 pandemic felt by Indonesia requires citizens to learn to take education in a limited way; this is done to reduce the increasing number of cases of the spread of COVID-19 (Pujilestari, 2020); (Assidiqi and Sumami, 2020). Therefore, online media's widespread application of distance learning (study from home) has increased education (Kurniasari et al., 2020); (Alam Fajar, Wati, and Jayo, 2015). The concept of online learning, which is then commonly called virtual learning, is a learning method solution to be applied by educators and learning citizens without meeting face to face in delivering learning materials. The existence of information Technology that continues to progress helps facilitate learning like conventional learning even though educators and learning residents do not meet in a classroom (Sukard & Rozi, 2019); (Ismiani, 2021).

Table 1. Comparison of Implementation of Virtual and Face-to-Face Courses at LKP Mahesa Institute

Indicator	Virtual Learning	Offline Method
Access	Reach broad range of access to learning is not limited to certain areas	Access to learning is limited, especially in student admission
Operational Time	Cost lower and more efficient Flexible and dynamic	Need more operational costs Sticking to the learning schedule learning
Outcomes	Residents learn independently in finding learning resources; Learner are difficult to reach, especially in applying the rules for using language and expression in daily conversation.	Learning residents are fixated on learning activities inside and outside the LKP Mahesa Institute class; Learning residents are easy to reach in the learning process, especially speaking class.

From the table above, it can be seen that the comparison between the implementation of online learning activities through virtual learning and face-to-face learning can be interpreted that face-to-face or offline learning is more effective for learning outcomes and can be carried out optimally. Educators are also able to provide learning materials (Sulisto, 2021); (Handayani and Ismanto, 2020). They can communicate well with learning residents so that the learning carried out produces relevant results such as the correct pronunciation of vocabulary, spelling of language, and expressions used in communicating,

even though it is much more complex in operation. Meanwhile, virtual learning does not mean that it does not run optimally, but it has several obstacles faced by learning residents and educators, such as limited internet networks and computer cameras that are often on-off, which causes learning to be less effective (Subir, 2020). Besides the perceived ineffectiveness, the positive impact of online learning is that learning residents can find learning materials independently without any time and place restrictions.

CONCLUSION

Implementing virtual learning during the COVID-19 pandemic is a solution for continuing learning activities at LKP Mahesa Institute. To support the implementation of practical learning activities, LKP Mahesa Institute manages educators and learning residents; this is intended to overcome the problem of the separation of space and time between learning residents and teachers through computer media both in the learning process and socializing. Learners can independently obtain learning materials that have been designed in learning packages available on the internet site as a source of learning. A comparison of online and offline learning at LKP Mahesa Institute found that offline learning is more effective and can be done optimally. In this case, educators can convey learning material clearly and, at the same time, communicate well so that the learning objectives are achieved. Meanwhile, in virtual learning, there are several obstacles faced by the

learning community and their educators, such as the limitations of the internet network and computer cameras that are often on-off so that the applied learning becomes less effective.

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