VIRTUAL CLASSROOM MANAGEMENT: PLANNING, IMPLEMENTATION, AND EVALUATION IN ONLINE ENGLISH COURSES

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Abstract: English is a mandatory part of the education curriculum. However, English language learning is perceived to be less effective, prompting continued interest in additional courses, including online ones. Online class management in English courses presents both opportunities and challenges, requiring careful planning, organization, implementation, and supervision to achieve learning objectives. Field observations indicate various challenges in online english learning. Therefore, this research aims to describe the planning, implementation, and evaluation of online English learning at Bahasaku Inggris. This case study employs a qualitative descriptive approach. The result of this research reveals that lesson planning involves setting clear objectives, with participant analysis serving as a crucial source of information for planning. Lesson planning also requires the preparation of teaching materials, methods, and media such as images, videos, whiteboards, recorders, and assessment plans. Continuous evaluation is conducted through various means, including exams, assignments, and practical exercises, aiming to ensure constructive feedback and a holistic understanding of English by the students.

Keywords – Virtual Classroom Management, Courses, English

INTRODUCTION

English is one of the world's languages that plays a crucial role in global communication. It is an official language in many countries and serves as an international language. In the education system in Indonesia, language is one of the subjects that students and university students are obliged to learn, as stated in Law No. 20 concerning Education, Article 37 paragraph 1, in 2003, which explains that the curriculum for primary and secondary education as well as higher education must include language. One of the languages specified is English. With this regulation, students and university students in Indonesia are expected to master English as an international language. In reality, English language learning in both schools and universities is perceived to be inadequate, and English is considered one of the challenging languages to learn. Therefore, additional classes outside of school, such as courses, are still popular. English language courses, such as Kampung Inggris in Pare, East Java, have long been favored by the community. Information spread both offline and online has attracted course participants from various provinces in Indonesia and even from abroad (Mukhoriji, Saraka: 2020).

During the Covid-19 pandemic, online English courses emerged as a solution to replace face-to-face learning. Currently, even though the pandemic has ended, online courses continue to thrive and are still popular. Considerations of time, energy, and cost-effectiveness play a role in choosing online English courses. With the advancement of technology, online English courses can be conducted through various methods, utilising different available platforms.

Effective classroom management is essential for conducive learning, whether in-person or online. Similar to face-to-face learning, effective classroom management is crucial for online English courses. Implementing online classroom management in English courses presents both opportunities and challenges. Classroom management is an approach that involves planning, organising, implementing, and supervising the class to achieve desired learning objectives. In classroom management, attention is given not only to time and learning material management but also to the diversity of students' backgrounds and learning styles. According to Arikunto (1992), classroom management is conducted to ensure that each child in the class can work orderly, achieving teaching goals effectively and efficiently. Referring to this definition, online classroom management involves the virtual class's management starting from planning, organising, implementing, and directing to achieve the desired learning objectives.

The objectives of classroom management are not only beneficial for teachers but also for educators. For students, the goals of classroom management are as follows: 1.

Building a sense of responsibility in students for their behavior. 2. Self-control for students. 3. Fostering a sense of responsibility to engage in assigned tasks or assignments. Meanwhile, the goals of classroom management for educators are to: 1. Develop an understanding of how to prepare materials effectively and correctly. 2. Identify the needs of students and provide clear guidance. 3. Learn effective ways to handle students' behavior. 4. Organize comprehensive strategies for addressing students' behavioral issues in the classroom (Djamarah, 2005). There are four functions of classroom management, including: 1. Planning, setting targets or goals to be achieved. 2. Organizing, determining, designing, and developing resources and activities to achieve desired goals. 3. Leading, providing guidance to students. 4. Controlling, ensuring that all activities run according to the previously planned agenda. 5. Evaluation, assessing and measuring whether the expected goals have been achieved and making improvements for any deficiencies in the learning process (Rukmana and Suyana, 2006).

The on-field facts indicate that online English learning comes with numerous challenges. This is supported by the research findings of (Eni Suriyah & Marisa Fran Lina, 2022), stating that students face several significant challenges when participating in online English learning. These challenges include students feeling bored, being unable to focus and concentrate during the learning sessions, insufficient time to complete assignments, low enthusiasm, difficulty comprehending the presented materials, limited interaction, and extremely restricted English practice opportunities in online learning. Additionally, other hindrances include unstable internet connections and homework assignments given by teachers being overly burdensome.

Currently, most language course institutions offer online English courses, a phenomenon initiated by the Covid-19 pandemic, which limited people's access, particularly in the field of education. Bahasaku Inggris, located in Pare, Kediri, East Java, is one such institution providing online courses, starting during the pandemic to address educational needs, specifically in English language education. Bahasaku Inggris has produced thousands of graduates scattered throughout Indonesia. Given these aspects, the researcher is interested in conducting a classroom management study for online courses at Bahasaku Inggris Pare.

The urgency of this research lies in the increasing popularity of online English learning, highlighting the need for effective online classroom management to achieve learning objectives. Online classroom management differs from face-to-face classroom management, and solutions are required to address challenges arising in online English learning to avoid hindering the achievement of learning goals.

Based on the above description, research on online classroom management in English courses is deemed necessary. The objectives of this research are to describe: (1) the lesson planning in online English courses; (2) the implementation of online English courses; (3) the evaluation of online English courses.

METHOD

This study is a case study where the researcher aims to examine the real situation related to online classroom management in English courses. The research results are presented descriptively and qualitatively. The study was conducted at Bahasaku Inggris, an online-based language course institution in Pare Kediri with thousands of alumni. The researcher used observation and interviews as data collection instruments. The data analysis techniques employed include data collection, data reduction, data display, and conclusion or data verification. The data's validity is ensured through data triangulation.

FINDINGS AND DISCUSSIONS

Findings

Lesson planning in the online English course

Lesson planning in the online English course is a systematic process that integrates key elements to create an effective and structured learning experience. The plan aims to achieve specific learning objectives by considering participants' needs and utilizing digital technology to provide accessibility and flexibility for learners. In the lesson planning for online English courses at Bahasaku Inggris, setting clear learning objectives is crucial, encompassing the development of speaking, listening, writing, and grammar understanding skills. Participant analysis is key, allowing planners to tailor the curriculum to individual levels of ability, interests, and learning needs.

The methods employed by teachers at Bahasaku Inggris are diverse to accommodate various learning styles. In addition to online lectures, the course may include group discussions, practical exercises, and team-based projects to maximize understanding and application of the English language in real-world situations. Despite the diverse methods used, the online English courses at Bahasaku Inggris have a clear learning schedule and adequate flexibility to accommodate learners based on their age and busy schedules. Continuous updates and adjustments are made to accommodate learner development and respond to the dynamics of online learning.

Through meticulous planning, the English courses at Bahasaku Inggris aim to provide a deep, relevant, and meaningful learning experience for participants. Furthermore,

English teachers at Bahasaku Inggris utilize engaging media, such as virtual images and videos accessible to learners. The platform used strongly supports online learning through applications like ZOOM, which includes various learning features such as video recording whiteboards, etc. This allows learners to utilize recorded instructional videos for offline learning.

The lesson planning for English in online courses involves several steps and strategies to ensure the effectiveness of learning. Similar to learning in the other online courses, Bahasaku Inggris includes preparing the online learning platform (ZOOM) that facilitates easy interaction between teachers and students, creating a clear and structured lesson plan that includes learning objectives, topics to be taught, and time allocation for each topic, providing learning materials tailored to the needs and abilities of students with digital resources such as e-books, videos, and images, organizing activities that encourage interaction among students and with the teacher, and utilizing technological features such as digital whiteboards, screen sharing, or video playback to explain English concepts more effectively.

The Implementation of Learning in Online English Courses

The technical aspects of implementing learning in Bahasaku Inggris language courses. Firstly, it begins by preparing the necessary platform and sharing the link with the student participants through WhatsApp to enter the learning room. Secondly, similar to conventional classroom learning, the session starts with an opening that includes greetings to the students and inquiring about their well-being. After that, attendance is checked by calling out the students' names, and the teacher or tutor instructs each student to turn on their camera so that the teacher or tutor can monitor them during the learning session. Thirdly, before starting the learning activities for the day, the teacher or tutor at Bahasaku Inggris usually conducts a review or recap of the previous lesson. Following this, the teacher or tutor presents the material and learning objectives for that session.

Fourthly, the approaches used by teachers and tutors at Bahasaku Inggris vary according to the skills being learned and the students' levels. There are two different methods used. Firstly, the Teacher-Centered approach is applied when the teacher or tutor at Bahasaku Inggris teaches students who are beginners and have little to no experience in English, tending to be passive in learning. The Teacher-Centered approach is also used when teaching grammar. Secondly, the Student-Centered approach is usually employed by teachers when teaching higher-level classes and conversational topics. In this context, the

teacher in Bahasaku Inggris provides stimuli by asking questions related to the discussed topic, and the students explore and respond to these questions.

Evaluation of learning in online English courses. Evaluation in the learning context refers to the assessment process conducted to measure the achievement of learning objectives and ensure the effectiveness of teaching methods. Evaluation can take various forms and stages of learning. Learning evaluation in the English language courses at Bahasaku Inggris is carried out through various assessment methods, including exams held twice within a one-week period, assignments, and practices conducted in every learning activity. Constructive feedback is provided to help participants improve their skills, while active interaction and communication through discussion forums and Q&A sessions enhance their learning experience.

Discussions

Lesson Planning in The Online English Course

The lesson planning for the online English course demands continuity between clear learning objectives, relevant curriculum design, and wise technology integration. Learning objectives must be formulated in a measurable way to guide participants, enabling them to measure progress in listening, speaking, reading, and writing skills in English. Relevant curriculum design needs to consider the language usage context and practical needs of participants, making the taught material easier to understand and apply in daily life.

Flexibility in lesson plans is the essence of online classes, allowing participants to access materials anytime and anywhere as per their needs. This discussion aligns with a study conducted by (Rahmawati & Puspita, 2020), which highlighted the implementation of four functions—planning, organization, implementation, and supervision—in managing virtual learning. Supported by a study conducted by (Abdullah, 2021), during online learning, there is a need for management or regulation. Efforts involving teachers in creating school policies, collaborating with parents to minimize the negative impacts of online learning, and creating an effective teaching and learning process are essential during this pandemic.

Technology integration also plays a central role in the online learning experience. The selection of e-learning platforms, video conferencing, and learning apps should align with the course objectives and enrich the interaction between participants and the material. Asriadi, (2021) explains that managing virtual learning involves analyzing learning needs, preparing teaching materials, designing the learning system, selecting suitable applications,

and inputting learning materials into the learning management system for independent access by learners (Marsen et al., 2021).

In addition to using the right platform for online learning, the teaching methods are crucial for the success of the learning process. The methods used at Bahasaku Inggris online courses are diverse, such as lectures, online discussions, and collaborative assignments conducted by teachers or tutors. These methods enhance participation and improve understanding of the material. Regular assessments and feedback are critical evaluations of participants' progress, allowing refinements in the teaching approach.

The Implementation of Learning in Online English Courses

The implementation of learning in online English courses poses challenges that require an innovative and adaptive approach. In this context, technology integration becomes a central point. (Astini, Sari, 2020) explains that conducting online learning can utilize various applications to connect students and teachers, such as e-learning, WhatsApp groups, Google Meet, Google Classroom, Zoom, and similar applications. In line with the study mentioned above, teachers in the Bahasaku Inggris online course institution use the ZOOM platform, considered to have features that can accommodate the needs of learning and students. Besides technology usage, policy implementation is also crucial. As studied by (Febrianty & Cendana, 2021), discipline is an essential component, especially in online learning. Consistent with this, teachers or tutors from Bahasaku Inggris are strict in enforcing discipline policies, such as students not being allowed to be absent more than twice without permission, and students must turn on the camera during the learning process, enabling teachers or tutors to monitor student activities maximally.

In line with the discussion above, (Kumayas & Cendana, 2021) state that every online learning session should establish several rules with the aim of aligning the learning process with expectations. Some of these rules include: 1) pressing the raise hand button/signaling to the camera before asking questions and speaking, 2) if understanding the teacher's explanation, students can raise a thumbs-up through the application/signal with their hands to the camera, 3) every student must dress neatly and sit politely in front of their camera, 4) if someone is speaking, others must mute their devices first and listen to what the speaker is conveying.

Evaluation of Learning in The Online English Course.

Evaluation of learning in the online English course plays a crucial role in ensuring the effectiveness and quality of teaching. Through structured assessments, instructors can

measure participants' understanding of the material and the development of their language skills. The forms of evaluation conducted by teachers or tutors at Bahasku Inggris vary, including exams held twice within a week and assignments and practices carried out in every learning activity considered most effective for online learning assessment.

This aligns with Febriana's (2019) statement that learning evaluation is carried out to gather information regarding the progress of learners in the learning process and is used to make various alternative decisions for subsequent learning. Thus, learning evaluation is an ongoing process with three implications: firstly, it is conducted continuously, starting before the learning process. Secondly, evaluation is directed towards finding answers on how to improve learning. Thirdly, various meaningful measurement tools are used to gather information needed to enhance learning.

CONCLUSIONS AND SUGGESTION

In the context of online English courses, thorough lesson planning is key to creating an effective and structured learning experience. This involves setting clear learning objectives, designing relevant curricula, and integrating technology wisely. Flexibility in lesson plans and the utilization of various teaching methods are essential in an online class.

The implementation of online English learning poses challenges and requires innovation. The integration of technology, such as using the ZOOM platform and various online learning features, allows for easy interaction between teachers and students. Diverse teaching methods, including online discussions and collaborative assignments, support active student engagement. Moreover, the strict enforcement of disciplinary policies enhances the effectiveness of online learning implementation. Technical aspects, such as activating the camera during lessons and muting the speaker when not speaking, can help create a conducive online class.

Continuous learning evaluation in online English courses begins with initial assessments before the start of the learning process to determine the initial conditions of students. The evaluation covers the learning process and assesses students' abilities through various assessment methods such as exams, assignments, and periodic practices. Through the ongoing learning evaluation, constructive feedback is expected to be provided to students. This structured approach ensures a holistic understanding of the material and the development of students' English language skills.

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