Learning from Home Behavior: Looking beyond Learning Opportunity and Non-opportunity

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Abstract

This study employed survey research, aims to investigate students' opinion towards online learning environment which make opportunity and non-opportunity in learning achievement. The research gathered data from 224 secondary students from one school in academic year 2021, located in Roi-et Province, Thailand. Questionnaire was made and asked about learning from home behavior during COVID-19 pandemic. Statistics used for data analysis consisted of mean and standard deviation. This research showed that learning from home behaviors of secondary students had moderate levels in all dimension. The guideline of curriculum and learning management, learning opportunity, and barriers in distance learning should be considered. Educational policy should be discussed how to do the suitable things to support schools based on needs and appropriate solutions.

Keywords: COVID-19, Online Learning, Learning Behavior, Pandemic

INTRODUCTION

The situation of COVID-19 pandemic deal us with change in social activities. It had a significant impact on education since the dispersion began in late 2020, and the closure of schools has been announced throughout the country. A large number of learners have been affected by changing their learning place and time. The government has introduced urgent measures in several countries to prevent the spread of the virus, namely semi-lockdown and social distancing measures (Churiyah et.al., 2020; Thongbunma et.al., 2021). Schools need to close to reduce the transmission of the infection criteria. Many countries use remote teaching and learning methods in appropriate way. Whether it's online teaching or a functional application taught by a teacher in a virtual classroom and also learn by autonomy environments (Atmojo et.al., 2020; Haiyudi & Art-In, 2021).

The learning and teaching process in conventional classroom have to change and deal with online learning (Mahendher et.al., 2021). Students learn to change their behavior to stay at home, access internet to seek knowledge by themselves as well as self-regulation and flexible learning can be done. Individualization is now more suitable in the pandemic situations (Agustina & Cheng, 2020; Nuangchalerm et.al., 2021; Wongjamnong et.al., 2021). A variety of methods in teaching and learning is designed for promoting children in suitable learning experiences. Broadcasting teaching via TV signals so that children can continue their home schooling while school is closed, but using it puts children in poor families at a disadvantage because they do not have digital devices at home. The use of educational media and technology

connects the gap between teachers and students in learning management (Zaini et.al., 2021). Online learning in both synchronous and asynchronous are considered into all level.

Coronavirus Disease 2019 (COVID-19) pandemic with social distancing, the adoption of educational materials and technologies enables students to learn from home and teachers can assign tasks and create measurements in students learning progress and evaluation students' learning achievement by anytime, anywhere (Quadir & Zhou, 2021). This new normal situation results in an adaptation and management of the school. Learning online and teaching flexibility are that happens quickly. Students and schools need urgent adjustments in learning environments. The information system developer has accelerated the development of tools to help organize education and teleconferencing. Tools that help with many more teaching and teleconferencing to meet the needs of users such as Zoom, Line, Facetime, Facebook, Messenger, Microsoft Teams, World, Google Meet, Webex, etc. are invited to multi-purposes of learning (Hamzah & Ahmad Shaberi, 2021; Keshlaf et.al., 2021).

This phenomenon can make an opportunity to students' learning, they can access knowledge and new technology worldwide. While some students may be mismatch to deal with educational technology or less abilities in online learning. The equity of learning might want to rethinking in the age of COVID-19 pandemic. As it happens, learning from home is alternative way to make safe for all and learning cannot be stopped or interrupted. Online learning behaviors such as students are unhappy in their studies, anxiety with learning tools, problem of internet signal and accesses.

These are barrier to learn or make students have less opportunity to learn. School to find a way to provide online teaching to be as attractive and suitable for the actual condition of students as possible. This study aims to study learning from home behavior of students which can provide information to guide opportunity and decrease barriers in distance learning. The study will provide us the information and guideline to educators for planning and designing curriculum, teaching strategies, and learning assessment which let suitable learning opportunity to all students.

METHOD

This survey research aims to present students' online teaching habits, including learners, instructors, and materials/equipment.

Informants

Secondary students were participated in this study. One school located in Roi-Et province from Thailand was source of learning from home behavior. The study collected data in the first semester, academic year 2021. Two hundred and twenty four students express their opinion about learning from home.

Research tool

The research tool was questionnaire about learning from home behavior, especially factors from home schooling. A questionnaire consisted of 20 items with 5-rating scale, it was divided into two parts which they had to express opinion ranges among highest and lowest. Highest level can be considered 5, High level can be considered 4, Moderate level can be considered 3, Low level can be considered 2, and Lowest level can be considered 1 in the following.

Data collection and analysis

The researchers collected the information by sending QR code of questionnaire to students through the instructors to informants. In 2021 by September investigating, data were collected by the week before the final exam. The researchers conductively examined the accuracy and integrity of the data, and then analyzed the data using basic statistics, including mean and standard deviation. Data were suddenly analyzed by mean interpretation. The mean ranges can be interpreted that 4.51-5.00 as Highest level, 3.51-4.50 as High level, 2.51-3.50 as Moderate level, 1.51-2.50 as Low level, and 1.00-1.50 as Lowest level in respectively.

RESULTS AND DISCUSSION

This research showed that the level of opinion towards learning from home behavior in the students, teachers, and materials/equipment were at moderate level. The learning opportunity and non-opportunity seem to fluctuate in their opinions from point of view learning from home behavior during COVID-19 pandemic (Table 1).

Students showed their learning opportunity during pandemic schooling via online learning in the real expectations. The level of opinion was not high that they might want to up level of instructional tools and methods. Teachers as a key agent to decrease un-equity of learning behavior, reinforcement and teaching supports need to be more contributed. Materials of learning and facilities also subsidize by government and all sectors to education.

Table 1 Learning from home behavior

Item	Mean	S.D.	Level of opinion
Students			
1. I studied live online according to the online schedule	3.50	1.02	High
2. I am passionate about studying online	3.84	1.12	High
3. I have understandings of the content from online learning	2.68	1.06	Moderate
4. I can allocate time to study online	3.34	1.19	Moderate
5. I enjoyed and enjoyed my online classes	2.46	1.29	Low
6. I can use media and technology to learn online	3.80	1.02	High
7. I dare to ask my teacher when I have doubts	3.00	1.24	Moderate
8. Members of my home cooperate in online learning	3.83	1.21	High
Overall	3.31	1.14	Moderate

Item	Mean	S.D.	Level of opinion
Teacher			
9. Students think that teachers are offering interesting teaching materials	3.38	1.06	Moderate
10. Students think that teachers have teaching methods that make it clear to understand the content	3.17	1.09	Moderate
11. Students think that teachers create an atmosphere in online classrooms that are as pleasant as regular classes	2.85	1.20	Moderate
12. Students think the teachers has provided the right workload	2.79	1.28	Moderate
Overall	3.05	1.16	Moderate
Materials/Equipment			
13. Students have internet accessible at home	3.61	1.19	High
14. Students have a desktop computer or laptop	2.23	1.57	Low
15. Students have a smartphone or tablet that can connect to the internet	3.88	1.23	High
16. Students have a dash cam or laptop for online meetings	2.15	1.44	Low
17. Students can use Google Meet to learn online	4.13	1.13	High
18. Students can use Zoom to learn online	3.80	1.27	High
19. Students can use Line to learn online	4.20	1.07	High
20. Students can use Google Classroom to learn online	3.85	1.26	High
Overall	3.48	1.27	Moderate

Learning from home behavior in the student point of view was the moderate level. The most opinion levels of online teaching and behavior: I am passionate about studying online, Members of my home cooperate in online learning, and I can use media and technology to learn online respectively. Learning behavior is relevant to intrinsic factor, especially motivation and satisfaction by employing online learning during the COVID-19 pandemic. They are ready to learn based on the uncontrollable classroom, they have to join schooling and learning activities via online learning and internet networks. Internet and communication technology barriers are very common in the early period. They may be stressed and feelings of less motivation in new learning environments (Suprianto et.al., 2020).

The new learning environments changed their learning behavior in both opportunity and non-opportunity. Internet destroyed the wall of learning, borderless learning is created, but the negative point can make inequity to non-readiness students. COVID-19 pandemic influences the learning method of school practices across the world. The effectiveness of online learning makes students felt that face to face contact with their teacher or conventional classroom is more effective learning (Adnan & Anwar, 2020). The learning in the period of pandemic makes students learn from internet as an opportunity the deal with changing in disruptive education,

but it may be barriers to do hands-on activities (Unger & Meiran, 2020; Nuangchalerm et.al., 2020).

Learning from home behavior in the teacher point of view was the moderate level. The most opinion levels of online teaching and behavior: Students think that teachers are offering interesting teaching materials, Students think that teachers have teaching methods that make it clear to understand the content, and Students think that teachers create an atmosphere in online classrooms that are as pleasant as regular classes respectively. Teachers are key elements to deal with flexible classroom, they can design a lesson and learning task to all students by internet. Also, assess learning progress of students by proper pedagogical knowledge (Dostal et.al., 2017; Marek et.al, 2021). Teacher have experiences in converting classes to online learning in the COVID-19 pandemic by redesign conventional into online classroom. The learning materials or tools are necessary to sustain learning motivation with their students (Yu et.al., 2021).

Learning from home behavior in the materials/equipment point of view was the moderate level. The most opinion levels of online teaching and behavior: Students can use Line to learn online, students can use Google Meet to learn online, and students have a smartphone or tablet that can connect to the Internet respectively. Students may not able to conduct or regulate learning tasks independently due to barriers of materials access internet or without online learning for poor families. They need to learn how to use and apply interactive online learning to facilitate student's learning as well (Akarawang et.al., 2015; Bailey & Lee, 2020; Lau & Lee, 2021).

CONCLUSION

COVID-19 pandemic deal with the change of education and learning. The study found that learning from home behaviors of secondary students had moderate levels, information provided information to educators making opportunity and decrease barriers in distance learning. Educational policy should be discussed how to do the suitable things to support schools by different needs and school contexts.

ACKNOWLEDGEMENT

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