EXPLORING THE IMPACT OF ONLINE COURSES ON ENGLISH TEACHERS' COMPETENCIES IN SOUTH KALIMANTAN

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Abstract

The flexibility of the teaching and learning process brings an online delivery system to life. This method exposes academics to new ideas and practices, making the educational process learner-centered and result-focused. This study explores the impact of joining a Massive Open Online Course (MOOC) on developing teachers' competencies. The purposes were to explore how online courses impact English teachers' competencies in teaching classes, describe the advantages and disadvantages of joining the MOOC program, and examine the problems faced by English teachers. By doing qualitative research, the researchers focused on English teachers in South Kalimantan and collected data using questionnaires and interviews. The finding has revealed that, to some extent, online courses impact English teachers' competencies since, in these courses, they learn how to use technology in the classroom and many current applications that can be applied in the classroom. There are also some advantages and disadvantages to joining a MOOC program, such as the availability of materials for professional development and current teaching strategies. The problems the teachers faced were mostly unfamiliarity with working or learning autonomously and time limitation despite many assignments to accomplish.

Keywords: Online Course, English Teachers' Competences, South Kalimantan

1. Introduction

Technological innovation will transform how we teach or learn and what we teach or learn (Saputra et al., 2022). The challenge for educational organizations such as universities and

colleges is learning from these innovations and incorporating what is new and helpful. Therefore, teachers must adopt a rational integration that integrates modern teaching techniques and traditional pedagogical models for higher achievement (Rai & Chunrao, 2016). Modern teaching techniques mean integrating technology in a classroom setting, making students more creative, innovative, and able to absorb the lesson. Many websites offer online technology courses or teach skills using various platforms (Tiara et al., 2021). One of the most current online courses is MOOC, a Massive Open Online Course. The acronym "MOOC" itself first appeared in December 2011 (Kim, 2016), offered by a Stanford University professor. Massive refers to an educational institution offering courses and enrolling many students. "Open" means these courses are free for anybody in the world to access, while "Online" indicates this is a form of e-learning, and learners need to study via the internet.

Although online education has its limitations, several advantages explain why online courses may be the greatest revolution in today's education (Anggraini et al., 2022; Barkiah et al., 2022). There are at least four advantages of an online course: (1) accessibility, (2) comfort, (3) self-paced learning, and (4) lower cost. Therefore, with the massive and free online source, teachers should be able to access and apply it in their teaching. However, not many teachers, especially those who live in small cities or islands, know how to access and use technology to improve their teaching. Therefore, training to find and use an online source like MOOCs is highly needed.

Many institutions offer many free MOOCs, such as the Indonesian MOOC Technology for autonomous learning offered by RELO, Jakarta, Teaching Grammar Effectively by A-E Teacher, American Embassy, and many other courses. The information about these courses is spread on Facebook, Instagram, and other social media, making it easier for teachers to access (Khasim et al., 2022; Najwan et al., 2022). Joining free online courses based on pre-observation is also gaining popularity among teachers and lecturers.

The objective of this study was to investigate the impact that participation in massive open online courses (MOOCs) had on the lecturing skills of English instructors. This study aims to understand English teachers' viewpoints on the variables that encourage them to engage in massive open online courses (MOOCs). The primary emphasis of this research is on the difficulties experienced by English instructors interested in participating in massive open online courses (MOOCs). Therefore, this research may add to the growing body of literature on teacher professional development through online courses by providing novel insight into how online learning might be used as a professional development tool to boost teachers' abilities (MOOCs).

2. Method

This was mixed-methods research, and the researcher asked broad questions about participants' views on MOOCs. The data were collected in narratives or words and then analyzed based on specific categories (Creswell & Garrett, 2008). This research has been

undertaken in South Kalimantan with a total of 31 participants. The participants were English teachers in junior and senior high schools who had joined MOOCs. The data was collected using an online survey at the end of the MOOC program and an interview with some volunteers among the participants. This quantitative research focused on the impact of an online course on English teachers' competencies in South Kalimantan. The questionnaire asked for a general description of the participants, their expectations, the MOOCs they joined, their perceptions toward MOOCs, and how these affected their teaching (Ibrahim et al., 2021). The qualitative research confirmed the data gained from the survey and probed into the influence of online courses on the teachers' competencies (Handrianto et al., 2022). The data acquired in this research was examined in four steps: First was the logical problem-solving using raw data reduction. After classification, only relevant data was maintained. The researcher evaluated data to answer probing inquiries. The interpretation results were put down and discussed using the study's hypothesis.

3. Results and Discussion

3.1. The Impact of the MOOC Program on English Teachers' Competencies in Teaching Classes
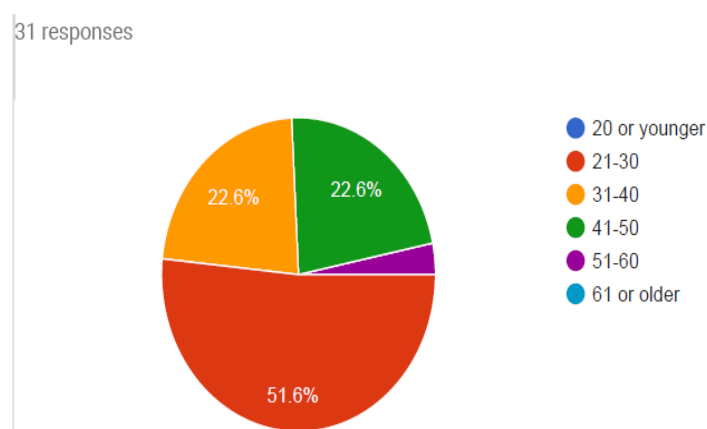

Figure 1. The age range of respondents

As can be seen in Figure 1, the teachers' ages range from 21–30 years old (51.6%), 31–40 years old (22.6%), and 41–50 years old (22.6%). The teachers' competencies standard is developed from four main competencies, namely: professional, pedagogical, personal, and social competence, which means apart from teaching ability, the teacher must also have extensive knowledge, wisdom, and the ability to establish a relationship with students, colleagues, and the professional learning community. Thirty-one teachers completed the survey.
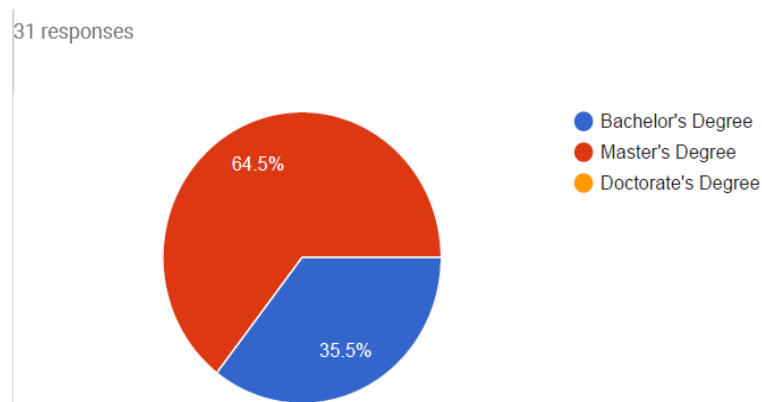
Figure 2. The educational level of respondents

As the research focuses on the impact of online courses on English teachers' competencies, it is essential to know the participants' educational backgrounds. As shown in Figure 2, 64.5% had a master's degree, and 35.5% had a bachelor's degree in English education.
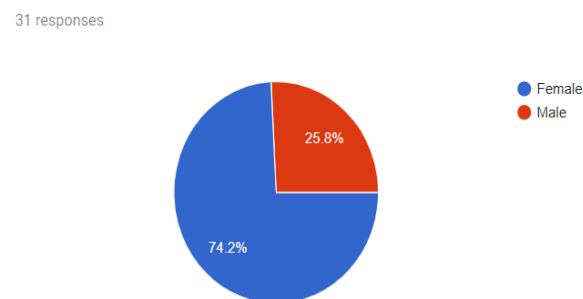

Figure 3. The Gender of the Respondents

Of the research respondents, 74.2% (23) are female, and 25.8% (8) are male. This may be substantial evidence indicating that the online courses generated particular interest among female teachers.
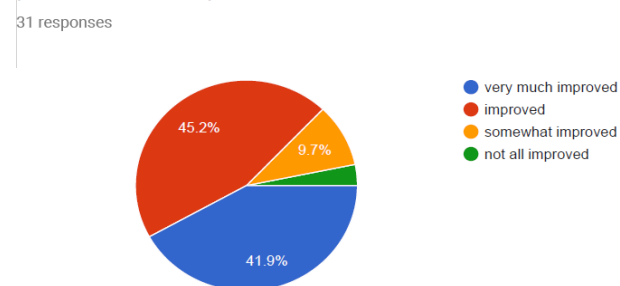

Figure 4. The Influence of Online course on Professional Competence

This survey showed that online courses help teachers improve their professional competence, as can be seen in Figure 4. 45% of participants (14 respondents) stated that online courses improved their professional competence, 41.9% (13 respondents) stated that their professional competence has greatly improved, 9.7% (3 respondents) stated that it had somewhat improved. The rest of them, 3.2% (1 respondent), stated that the courses do not help them improve their professional competencies.
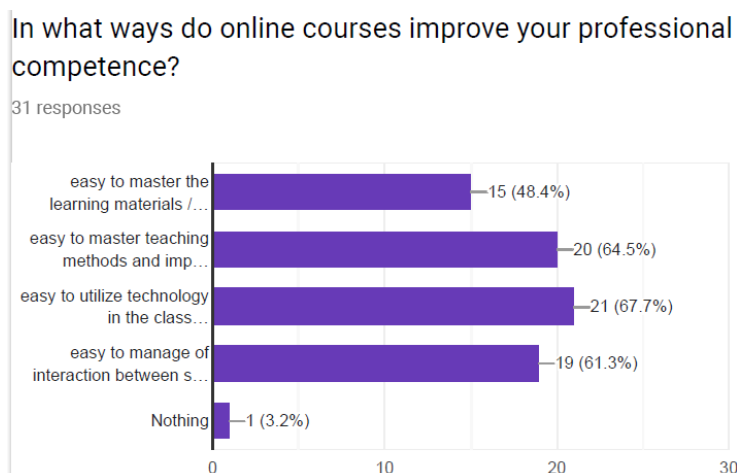
In what ways do online courses improve your professional competence?

31 responses

easy to master the learning materials /...	15 (48.4%)
easy to master teaching methods and imp...	20 (64.5%)
easy to utilize technology in the class...	21 (67.7%)
easy to manage of interaction between s...	19 (61.3%)
Nothing	1 (3.2%)

Figure 5. The Ways of Online Courses Improve Professional Competence

The participants then explained how the online course contributes to their professional competencies. Twenty-one respondents (67.7%) explained that they utilize technology-related apps in the classroom, and 20 (64.5%) mentioned that they learned teaching methods and implemented them effectively in their classrooms. In interview sessions, some participants expressed their satisfaction with joining the course and said that by doing so, they could implement a variety of mobile apps that motivate students to learn English better. Furthermore, 19 respondents (61.3%) revealed that they could easily manage the interaction between students in the teaching and learning process. In comparison, 15 respondents (48.4%) stated that online courses could improve their professional competence in mastering the learning materials or subjects, and one respondent (3.2%) said nothing.
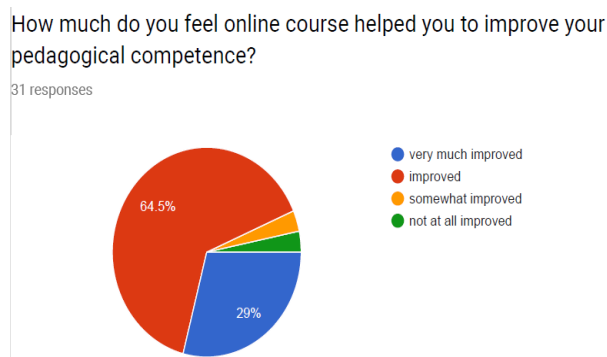
How much do you feel online course helped you to improve your pedagogical competence?

31 responses

- very much improved
- improved
- somewhat improved
- not at all improved

64.5%

29%

Figure 6. The Influence of Online course on Pedagogical Competence

The next question addressed the impact of an online course on teachers' pedagogical competence. This study revealed that 20 participants (64.5%) stated that joining online courses helped them improve their pedagogical competence, and 9 participants (29%) said they improved very much. Of the rest of the respondents, 3.2% (1 person) answered somewhat improved, and another 3.2% (1 person) did not improve.
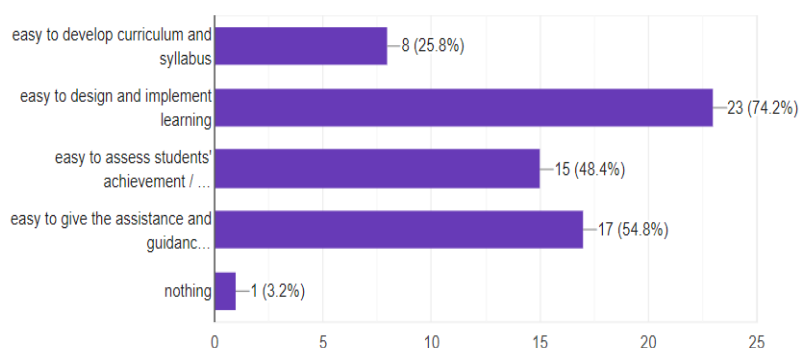

Figure 7. The ways of online courses improve Pedagogical Competence

As for the area of pedagogical improvements, 74.2%, or 23 teachers, answered that online courses helped them design and implement the method in the class, and 54.8%, or 17 teachers, stated that online courses made it easier for them to assist and guide their students. In comparison, 48.4% of 15 teachers expressed that by joining online courses, they know how to assess students' achievement or learning outcomes quickly since some apps help teachers with assessments. 25.8%, or eight teachers, felt good about developing curriculum and syllabuses after taking an online course, and the last 3.2%, or one teacher, felt nothing different when they joined online courses.
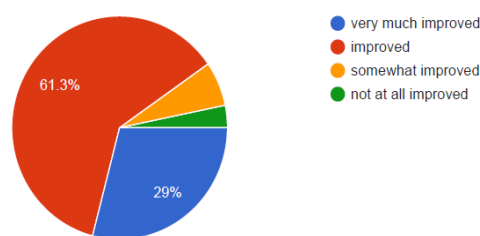

Figure 8. The Influence of Online course on Personal Competence

Another issue discussed is participants' feelings about online courses and personal competence. 61.3%, or 19 teachers, agreed that their competence has improved throughout the online course, while 29%, or nine teachers, have greatly improved. In contrast, 6.5%, or two teachers, said their skills had improved somewhat, while 3.2%, or one teacher, said they had not improved.
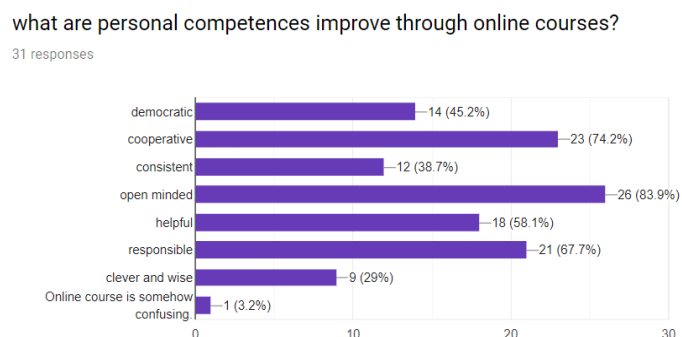

Figure 9. The types of personal competencies improve through an online course

Various types of personal competence can be improved through online courses. Becoming more open-minded was the most selected personal competence by the respondents (26 teachers); 74.2% (23 teachers) felt more cooperative, 67.7% (21 teachers) thought their responsibility improved, and 58.1% (18 teachers) became more helpful to others. In addition, 45.2% (14 teachers) chose democratically, and 38.7% (12 teachers) admitted that they became more consistent. The last two personal competencies that improved based on the participants' choices are clever and wise for about 29% of the teachers (9 teachers), and only one teacher (3.2%) stated that the online course is confusing.
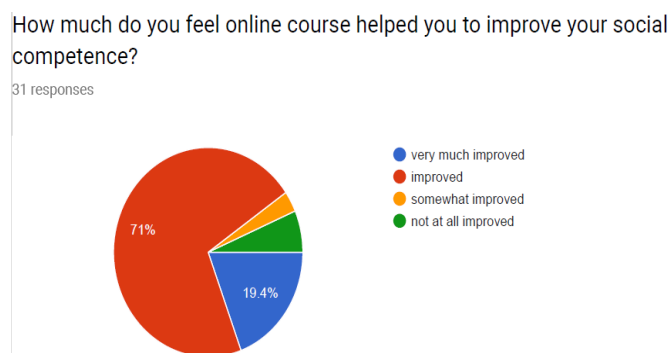
Figure 10. The Influence of Online course on Social Competence

The last question is related to social competence development. Out of the 31 respondents involved in this research, 19.4% (6 teachers) mentioned that their social competence improved, and 71%, or 22 teachers, confirmed that participation in online courses improved their social competence. In contrast, 6.5% (2 teachers) said nothing had changed, while 3.2% (1 teacher) said things had improved slightly.

3.2 The Reasons of Joining a MOOC Program Based on English Teachers' Perception

Participants also took part in online courses such as the ASEAN Massive Open Online Course (ASEAN MOOC), the Indonesian Massive Open Online Course (IMOOC), Coursera, Autonomous English Teaching, Professional Teachers Trainer by Arizona State University, Online Course held by Universitas Mulawarman Samarinda, Teaching English for Young Learners, Marriage Psychology, Communicative Grammar, and the US Embassy's ESP course. For this current research, several reasons were revealed when the participants were asked about their interests in taking those online courses.

a. Teachers' Professional Development

MOOC participation, for example, benefits professional development by improving teaching and learning English competencies. The teachers must be familiar with online courses and teach them to students (Hassan et al., 2020). Another reason is that the teachers want to refresh or update their teaching strategies as part of their professional development and gain more knowledge and practice (Shin & Kim, 2021). The online course may empower teachers' pedagogy competence to improve their teaching ability. Besides, they can build up their academic writing competence by experiencing online learning and trying new ways of learning (Chandra, 2021; Martin et al., 2019).

b. MOOCs Topics and Materials

Furthermore, the topics are related to one of the most modern factual teaching strategies. They are extremely useful in integrating technology and developing teaching methods in the "4.0" era. Besides, the online course also provided many materials in a flexible time frame and opportunities to learn from the experts. IMOOC is about current issues in the twenty-first century; it supports their English experience and helps them to have such skills in digital media and technology, current trends, and current English teaching methodologies; they can also develop knowledge about online things during the course, as technology is a part of our daily activity (Maulida et al., 2022). Online courses are a new learning style, straightforward, and make the student more active, and the instructor guides very well. Furthermore, the topics are interesting, and they need to join those courses to improve their knowledge and skills in technology and digital applications (Khairunnisa et al., 2022).

c. MOOCs Flexibility

With an online course, the participants can manage their time to learn and access it wherever and whenever possible because it does not need a room. It also offers flexible time and interaction with many great teachers to ask for and get advice (Rahman & Ja'afar, 2018). The know-how resources on the internet can benefit their English language teaching. It is especially free and comes directly from experts, and student satisfaction with the course predicts student persistence (Levy, 2003). On the other hand, the advantages of joining online courses are connected to the impact on confidence in quality online course design; participants expressed a feeling of increased confidence in their ability to design an effective online course environment that meets the needs of students following participation in the program. Some

participants indicated that although they felt pretty confident in their online teaching abilities before the training, the training increased this confidence. From ensuring accessibility to aligning course assessment and objectives, all felt that the knowledge gained allowed them to feel more secure in the educational value of their online courses and increased their ability to engage students in a quality learning environment (Nurhafisah et al., 2022). It emphasized the impact of online courses on students' confidence in effectively presenting course content online.

3.3 The Problems Faced by the English Teachers in Joining the MOOC Program

Another participant said, *"There are some challenges for me when I joined the course. The first is about my time management in doing the assignments for five modules, sometimes I ran out the time and did not give my best in doing the assignments and I was really confused when the assignments that I got did not have any examples how to do it perfectly. Thus, I asked my friends in the same course group and needed more explanation from them and even give me the real examples of the tasks requirement".*

From the questionnaire and interview, it is clear that the respondents experienced problems joining the Massive Open Online Course program. For instance, they stated that the participants seemed to work independently in online courses, but the tasks did not force them to work collaboratively. Thus, it is necessary to make the task that the participants have to work on interdependent. Moreover, several contents confused the participants because there was no information on using them. For instance, should they create a storyboard and a video or only a video? It should have been clear which state would be evaluated in this case. Another response stated that there were too many demands on the task.

Examining the relationship between student accomplishment in an online course and GPA and ACT scores showed that students who completed more online activities performed better. Academic background, past college experience, and time spent on course materials are critical to course achievement (Foster, 2012). Learners must be active and adaptive in their learning by altering and producing content in new ways (Handrianto et al., 2021). Learners must be inventive, creative, and adept in ICT. They must also face obstacles while learning (Kop, 2011). Students pick online programs for their convenience and efficacy. It is also because the university is renowned. The online classes allow for four levels of participation: high, medium, and low. Students who do not access course materials or interact with other students are absent. The second kind of learner observes but does not participate. They also connect with other course members but not with the subject. Last are kids who thrive in academics and interpersonal interactions (Bento & Schuster, 2003). Several elements affect online course attendance and its impact on confidence and instruction. Time was cited as the most limiting factor, followed by a lack of incentives and scheduling challenges. Faculty that chose to participate said the program increased their ability to create suitable online and classroom learning environments (Mascher, 2016).

Students dropping out of the online program had a variety of reasons. Their reasons for leaving were classified as personal, job, program, and technology (Herlina et al., 2021). Personal factors include financial concerns, time constraints, schedule conflicts, and family

issues. Their job tasks varied during the program and taking online classes while working full-time was tough. There are too many low-level assignments, difficulty working on group assignments, a lack of one-on-one interaction with instructors and students, academic programs that are too tricky or demanding, and a lack of interest in the material (Willging & Johnson, 2009). The teaching quality and course schedule affect student retention. Another reason is that they dislike being helped to acquire a job, attend university, or reduce their fees. Completing the IMOOC modules was difficult due to individual variances. The second major deterrent to online learning was a technical issue like slow Internet connectivity. Then there is the online training and self-management element. Characteristics of online programs used by facilitators and participants were assessed (Rahman et al., 2022), as were considerations for course-related factors (Ginting, 2018).

Conclusions

This study examined how online courses impact English teachers' classroom skills, the advantages and downsides of MOOC participation, and the obstacles English teachers face. According to the questionnaire and interviews, the Massive Open Online Course taught English teachers how to use technology in the classroom and interact with students. According to English instructors, participating in MOOC programs may help enhance teaching and learning English, renew or update teaching approaches, get new material and experience, and improve academic writing abilities. Teachers engaging in MOOCs addressed difficulties such as assignments requiring less teamwork, material misinterpretation, and a lack of time. This study's limitations include only looking at English teachers in South Kalimantan who have taken MOOCs. The next researcher can dig deeper. Despite the hurdles, participation in MOOC programs provides certain advantages for English instructors. Also, English teachers should keep up with current language learning technology.

Declaration of Conflicting Interests and Ethics

The authors declare no conflict of interest in this study.

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