

**UNDERSTANDING THE SOURCES OF LEARNING MATERIALS PREPARATION
FOR ENGLISH CLASS DURING THE UNIVERSITY CLOSURES POLICIES DUE TO
THE COVID-19 DISRUPTION IN ACEH PROVINCE**

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Abstract

This paper was conducted to understand the sources of teaching materials for lecturers for the needs of students in English programs at several universities during the pandemic. The authors believe the disruption to teaching occurred resulted from the university's policy of closing campuses but continuing classes remotely. The shift to remote education has challenged lecturers in preparing teaching materials for emergency classes where lecturers have to prepare needed materials for emergency learning. More than 70 respondents took part in interviews and short surveys. The qualitative design, under a phenomenological approach, such as data coding and data interpretation, was done to meet the validity and reliability findings. The results revealed that some lecturers had experience in technology-based learning but needed to be more relaxed in handling teaching materials for poorly prepared distance classes. Few lecturers know that distance learning is more challenging than online learning. The challenge can be seen in the way the lecturers prepare teaching materials which slightly forces the lecturers to look for teaching materials in different ways. The result indicates that lecturers need more experience adapting to distance learning, as evidenced by being a little overwhelmed in obtaining and preparing teaching materials. The results of this study suggest the need for solutions to develop technology-based pedagogical exercises that make

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it easier for English lecturers and manage learning in difficult times such as a pandemic. Likewise, lecturers need experience responding to emergency teaching, which impacts education continuity at many Aceh universities.

Keywords: Learning Materials, Preparation, English Class, University Closures, Covid-19 Disruption, Distance Learning.

INTRODUCTION

The emergence of a pandemic not only disrupts human health but also impacts all human activities, especially the continuity of learning from elementary school to college (Areba & Ngwacho, 2020). One of the most felt impacts is the sustainability of university learning in Aceh. To minimize the impact of educational disruption in campus education, the government has firmly issued a sudden policy so that education can be carried out at any distance, assisted by technology (Bozkurt et al., 2020). After the remote implementation solution, it turns out that a new problem arises, namely how the lecturers are prepared to deal with learning policies in the network (Bin Tahir et al., 2019). One of the problems often raised by lecturers and students is the ability of lecturers to present lecture materials according to the standards required by student lectures (Simamora, 2020). The source of teaching materials used by lecturers during distance learning is still an interesting issue in educational practice (Encarnacion et al., 2021). This is due to the incompatibility of appropriate teaching materials; the quality of student learning outcomes will undoubtedly decrease. For this reason, (Salam et al., 2022; Mseleku, 2020) encourages a particular study to answer the problem so that the parties will get input from the teaching experience of English lecturers during the pandemic disruption in Aceh.

The issue of distance learning at the university environment during the pandemic response in Aceh is an exciting issue to inform because each teaching component, such as the capacity of lecturers who must be able to work in a very emergency atmosphere, serving students who are also very complex learning, distance learning, and learning must be taken without the help of technology and a very sudden pandemic response policy (Salam et al., 2022). For this reason, we only start this study by analyzing lecturers' experiences at several universities in Aceh province, especially the role of lecturers in obtaining learning content and evaluation. This study is interesting because the learning process is slow and fast, but the demands are very high. So, we tried to collect information from several respondents spread across universities in the province of Aceh (Slamet et al., 2021). Of course, the experience of the lecturers in obtaining learning materials and determining the fabric according to the needs of students during an emergency due to the disruption of the pandemic. With this study, we get in-depth input on how the lecturers handle the search for teaching materials according to learning needs during the pandemic response. With this study, we get new information from many parties; educators in the field, researchers, and the government as policymakers

(Kalimullina et al., 2020).

Understanding ways and approaches to learning during the university closure response period is one of the most exciting ways, especially for lecturers and researchers (Aslan et al., 2020). This happens as the different learning approaches taken during the education disruption response period reflected the knowledge, understanding, and application of lecturers' methods in presenting appropriate teaching for students, which seemed very impromptu which was also understood at that time as a very challenging and demanding experience (Ivenicki, 2021). In many countries affected by the pandemic, the process of providing education has changed from a conventional system centered on in classroom learning to learning with high-tech culture. In this case, the implementation of education in schools and universities generally takes place in a separate space with the use of technology and its combination, which according to these experts, is an opportunity for innovative learning that is needed as collaborative learning. (Zhang, 2013) admits that distance learning leaves many questions and concerns, especially in several unhelpful universities that need to familiarize themselves with technology-based learning.

Indeed, technological-based learning at some universities in Aceh had been carried out before the pandemic disruption, so during the pandemic period, learning called distance learning, which is also assisted by technology, is no new anymore (Fitri & Latif, 2021). However, for some people, online and distance learning systems show that many think they are the same during a pandemic when they are different. For this reason, even though there are differences in understanding between lecturers and students and university leaders, it seems as if lecturers and students are forced to do distance learning (Lassoued et al., 2020) with the help of various learning applications or at least convey content to students who are at home and expect both lecturers and students to learn how to this to be done. Whether easy or difficult, this technology-based learning continues to happen. This differs from the experts' understanding (Gelles et al., 2020). Teaching during the pandemic remotely is entirely done with the help of technology. While learning how to do online can be done in close to one classroom even. To counter the issue, the existence of digital applications has helped the university's learning process. So, the key is that the access of lecturers and students to internet-connected technology is the mainstay, and the assumptions and success of this learning program for students can vary from one student to another. Teaching without This depends on the whereabouts of the student's living areas. Thus, on the part of the lecturer, the impression and success of distance teaching are very much dependent on the skills and habits of the lecturer in teaching remotely than supported by educational technology equipment (Hermanto & Srimulyani, 2021).

Therefore, based on the explanation of the problem above, we realize that there will still be a learning gap between one English lecturer and another with

adequate technology-based teaching experience, including skills in accessing internet connections and all the necessities to meet the education needs of learning course in the emergencies and ownership learning (Egbert et al., 2015). Technology devices by both lecturers and students. This is often a problem that hinders the success of distance learning lecturers when responding to distance learning. In society, studying in a crowded place, such as a library building, was not allowed at that time; all learning methods were only allowed at home or in self-isolation (Crawford et al., 2020). This adds to the problems that lead to learning gaps and inequities in educational services among students. This condition calls for various researchers to explore the experience of higher education in Aceh in response to difficulties due to the impact of the pandemic, how each lecturer obtains learning content, and how lecturers ensure that student's learning needs are met. Therefore, the skills to use technology to procure teaching materials for lecturers in distance learning environments are realized equally (Junus et al., 2021), and the standard of learning outcomes expected by courses at every university in Aceh province is achieved during a pandemic life-threatening.

RESEARCH METHOD

The purpose of this was to explore how lecturers access then use learning materials during the distance learning pandemic response or learning from home. The author understands that using data and content to open learning has undoubtedly differed from lecturer to lecturer. So, for this purpose, we want to understand how lecturer material learning preparation meet the learning needs of students as we know they are very diverse in learning and others, especially during an emergency period where all the limitations have given rise to several problems, how critical period they have all passed (Nartiningrum & Nugroho, 2020).

There are several questions that we want to get answers to; 1) How did lecturers get teaching and learning material to handle remote education during the pandemic response period?. 2) How did lecturers prepare to learn the material to respond to distance learning from students whose backgrounds are very heterogeneous?. 3) How challenges did lecturers experience in preparing learning material that met the need to distance learning?.

The mixed methods to collect data was used in analyzing the data qualitatively and quantitatively. Then we completed it with a survey that tried collecting information from lectures from different campuses, which took longer (Fetters et al., 2013). Elsewhere we designed the study to include how questions asked whether their respondents had been teaching for how long they had prepared, as well as prior experience as a teacher and experience in teaching online. We also asked respondents about their experience teaching remotely and how they resolved problems related to finding teaching materials (Garbe et al., 2020). Furthermore, we surveyed several publications related to online education related

to technology and several documents issued by the government, all of which will be matched with the problems we are currently raising. Then regarding the sampling, we recruited participants using the approach. We invited some lecturers and senior lecturers interested in giving feedback on how they responded to distance learning. So that they want to open their voices, we ask them to share their experiences and discuss them in our forums in several locations, all of which have indeed responded (Nakatani, 2010).

Regarding the procedure for analyzing the data, we use a phenomenological approach to negotiate the data, match the questions and complete the survey. Incomplete and also contacted and analyzed the data according to the school's location. Also, we tried to get information interactively, considering the data they provided was relevant to the questions included (Badu et al., 2019). We coded the data according to the procedure for writing the work write qualitatively. Finally, we got data that we can accurate as possible and became a valid and convincing evidence study.

RESULTS AND DISCUSSION

Results

This result part presents the analysis of above research questions. We started with reports from some university organizations where the respondents worked. This data is the response of respondents at various universities representing the teaching fields they can do during the pandemic (Zohrabi, 2013). This includes distance teaching experiences before and during the pandemic that hit the province of Aceh. The report, in general, is about the experience of the lecturers in using teaching materials and how they obtained them during university closures in response to the pandemic. Then we also explain how lecturers collect data and use it for distance learning. Our data is divided into two; presentation of descriptions and tabulations of tables that reveal lecturers' involvement in teaching and evaluation of distance learning progress, including tables that show how lecturers use content to deal with sudden learning during last year's pandemic (McCutcheon et al., 2015).

Participants respond based on the university they worked for during the pandemic disruption

Table 1. Participant responds

Participants Based	No. Respond	City
Syiah Kuala University	23	Banda Aceh
Stated Islamic University Arraniry	15	Banda Aceh
Seambi Mekkah University	7	Banda Aceh
Almuslim University	5	Bireuen
Malikussaleh University	7	Lhokseumawe

Universitas Samudra	4	Langsa
Teuku Umar University	4	Meulaboh
Abulyatama University	6	Aceh Besar
Gajah Putih University	2	Aceh tengah
Gunung Louser University	3	Aceh Tenggara
Total	76	

Source: Processed, 2022

The table of responses of the correspondents above on distance teaching during the answer to the closure of learning on campus during the pandemic that has passed is different in number at several universities in Aceh. Table 1 shows the number of respondents from various unions from city districts in Aceh (where the majority of respondents teach) during the university closing period and face-to-face learning to distance lectures supported by adequate technology.

Table shows lecturers working qualifications and experience

Table 2. The qualification and experience of the respondent

Respondents Numbers	Teaching Experience	Qualification
25	More than 10 ys	Doctoral
40	Less than 10 ys	Masters
5	More than 15 ys	Doctoral
6	Less than 5 ys	Masters
Total 76		

Source: Processed, 2022

The results of table 2 explain the number of respondents who have experience teaching. It indicates that more than ten years of teaching experience have doctoral qualifications. as well as two 40 respondents who have teaching experience of fewer than ten years and hold Master's degrees in their respective fields. Then five respondents have more than 15 years of experience. Their teaching year is a doctoral qualification, and there are 6 participants with approximately five years of experience, and they are just starting their careers as lecturers in universities.

The table shows that 25 respondents have the sufficient ability because they have relatively long teaching experience. They are used to getting teaching materials by searching for materials on websites. Given that they also have doctoral qualifications and the ability to complete assignments. Independently. This is higher than the 40 respondents who have experience. Less than ten years with a master's degree, we believe they are less independent in searching data and completing teaching assignments online. Then there are five participants with very senior teaching experience. They get a doctorate with more experience teaching and presenting the material. Finally, 6 participants had just completed Master's program. They have just started their careers with less than five years of

experience. They do not seem as experienced as other lecturers who served as teaching staff during the recent pandemic emergency response.

Technology-based teaching experience

We got respondents' acknowledgment of their technology-assisted teaching and learning experiences. We can divide it into two, where most of their respondents are already familiar with virtual or distance learning. This experience was found when they were in college and started their careers as lecturers at universities familiar with educational technology. While approximately 30% of lecturers use the online learning method, and the remaining 15% teach by the assignment method and ask for the collection of assignment results through paper. Most of the respondents are familiar with internet-based learning, and some with mixed methods, both remotely and manually, which assign essays and adapt to online learning and submit that they use various strategies both in data collection and learning activities that are carried out. Differ from one teacher to another. In other words, for providing content such as video animation and other content, the ability of lecturers shows differences.

Next, we get two outlines related to strategies for obtaining data: trying to get data online and then distributing them to students. Some of them include groups we are currently classifying based on the ability to access data and motivating students to work together online. So the strategy of each teacher immediately concludes that several lecturers are using the same method; namely, they share sharing as they did before the pandemic. Others use the technique by directly providing the material in the guidebook via WhatsApp messages. However, correspondents also use the video content they designed as slides, ask students to listen to the spectacle given, and give assignments in text form with online answers. This is a technology-laden strategy that is relevant for distance learning. As described above, a small number of them try to teach directly using zoom like they teach in class, but this time remotely.

Teaching material sources respond

Material Source	No. Response
Recommended by the course coordinator	40
Searching from various websites	60
Other Teacher sharing	50
Recommended website	60
Lecturers created content	10
Books and journal	56
Previous semester stock	45

Source: Processed, 2022

Researchers also received information about various sources of teaching lecture materials during the distance learning response, which we believe the material fulfills learning during the pandemic. From all the answers, we recorded in general that the lecturers (n=40) used materials regularly available at the university. Most of the lecturers (n=60) also did a website search, then lecturers (n=50) also got material shared by other lecturers, and then some (n=50) got suitable website recommendations. Then there are a small number of lecturers n=10) who also designed their materials. and (n=56) who used books and journals that they searched on the internet, and lecturers (n=45) who conducted lecturing that ended with previous semester teaching material stock. Those are the responses related to relevant sources of teaching materials dealing with technology-based learning during the pandemic response in some universities, particularly English language lecturers.

Evaluation of material sources

Evaluation material sources	Response
Faculty exam document	20
Lecturer evolution material designed	55
Student assignments from home	40
Referring to the previous record score	38
Students' Portfolio collection materials	50
Short interview students	35
Class participation and problem-solving	33

Source: Processed, 2022

The teaching period during the pandemic response is also required to evaluate student learning. Therefore, we also asked about the experience of the lecturers in terms of strategies and approached teachers took to conduct evaluations to determine student learning progress remotely. For this reason, the lecturers admitted that during their emergency studies, they had collected some essential data related to evaluation efforts, both in the form of surveys and direct evaluations with students. For example, regarding the source of evaluation material conducted by several lecturers, we found that 20 respondents said the head of evaluation material was an exam document from the faculty following the direction of the coordinator.

Then 55 correspondents gave their answers, and they developed their evaluation materials. Forty correspondents said grades were based on work or student assessments. Then 38 correspondents said they also saw the data record of the previous semester's scores during the evaluation. Fifty correspondents say that the best evaluation system, according to them, is a portfolio, which is a collection of all assignments and work given. Then 35 correspondents noted that a short interview was an alternative evaluation. The last 33 correspondents also assessed

students' day-to-day engagement and class participation. These are the various sources of evaluation materials that lecturers have carried out to evaluate learning during the pandemic.

Learning Material source

In this part, we presented the data of interviews with several sample correspondents about their experiences obtaining teaching material to assist distance teaching during the pandemic.

How did you prepare your teaching materials for distance classes?

I talked with course coordinators and used faculty document material previously last year. For additional material, I searched from any available online, asking others colleagues how they prepared that material. Some colleagues stated that they used data searches on websites. I also prepare various activities to teach and minimize problems with students' individual needs and abilities. The learning material, such as pictures, tables, and even audio (participant#1)

As voiced by correspondents, we understand that lecturers used different sources to prepare remote-based teaching during the pandemic. We know the lecturers try to talk and discuss themes related to learning groups and provide assessments related to student assignments. So that remote learning could take place better. Although there were many difficulties faced by students, at least the strategy used by the teacher was to find this material itself and then ask other teachers; some teachers also got additional from searching on Google search.

Next, did the tour ask your students to prepare the learning material?

Yes, we did. Some students were used to searching for content such as audio-visuals and slide teaching materials, and we see some of them are successful. Even the content they send us is pretty interesting. With the help of the search that we provide before teaching, it is beneficial for students to find the same material and what they do is technology-based, which is suitable for learning during the pandemic. They always look for various learning models, including the expressions of friends and a student (participant#2).

Lecturers often require students to get used to searching for data via the internet, like what is taught by lecturers; for example, they see the questions that have been discussed and then plug them into a Google search. Some of them have experience teaching about it. Moreover, some of them contact their lecturers and students to ensure that at least the work given is not in vain, and they always respond satisfactorily.

DISCUSSION

In this section, we discuss findings from studies aimed at understanding the sources of teaching materials for lecturers of English program during distance

learning in response to university closures and continuing distance classes in Aceh Province. We cannot generalize the result and discussion of this study, considering the sample and correspondent we selected were based on several lecturers willing to respond to the issues related to distance learning activities during the pandemic in some universities in Aceh Province. In addition, we have yet to get the students' experiences while learning with the internet system. Therefore, we took the time to collect data while understanding how the challenges faced by many lecturers in ensuring the distance learning process continues as expected (Ananga, 2020).

Using learning materials sources during the pandemic as needed by students and compiled by course faculty to continue learning. Firstly, we conclude that respondents generally have good experience considering the university's policy to close on-campus learning and open small classes (Hodges et al., 2020). The reason is that with proper direction and training, lecturers and students can continue learning with all limitations. Most lecturers during the pandemic period used teaching and optimal evaluation materials. This is based on the respondent's acknowledgment that they needed proper preparation, such as planning and implementing distance learning according to the course and students' needs. Because everything was sudden, the lecturers required more time to develop teaching and evaluation materials and optimally monitored students' progress during the emergency learning period (Churiyah et al., 2020).

Likewise, their answers are learning materials to suit the needs of students, which are understood by students having very diverse learning backgrounds and problems. What was conveyed through the data collection session was that the lecturers used their respective solutions in their minds to ensure that learning was carried out without having time (Mortazavi et al., 2021). The lecturers did not receive feedback on material variations and modifications then. What lecturers think about how to fit learning material more varied and responsive according to the teaching needs in the disruption period. For this issue, the study of (Bozkurt et al., 2020) revealed that global education practice was also interrupted by the COVID-19 disruption.

In addition, responded to valuable distance learning materials to meet teaching needs during the pandemic; almost all respondents said they had to adopt some of the existing materials through internet searches and used material from university files without having the opportunity to examine its effectiveness with other lecturers (Mishra et al., 2020). This is a model of respondents whose management of learning materials and evaluations must be proven effective. They believed that material responsive to the specific needs of the pandemic period needs time to prepare. However, they used a strategy of selecting learning materials which often creates problems regarding how lecturers can obtain functional materials according to the needs of the learning environment in a period of pandemic disruption (Aliyyah et al., 2020) That are all conditions with technology

support regardless of the state of students in several areas who still need to meet the standard distance learning requirements in most universities in Aceh Province.

CONCLUSION

The search for understanding the sources of teaching materials for the needs of English language education classes during the pandemic disruption resulted in several important points for lecturer capacity development, especially in responding to learning that was disrupted due to the crisis, especially the pandemic. By optimizing the use of technology, the lecturers have implemented a distance teaching policy with all challenges. We finally understood what the lecturers experienced through surveys and participant interviews, especially the approach to preparing teaching materials for English classes during the pandemic response. The results show that although the lecturers have gone through a period of technology-based learning, such as online learning, which may be limited, unlike distance learning during the pandemic, the lecturers express the efforts taken to prepare teaching materials for the continuation of English language learning. The lecturers show different approaches in preparing teaching materials according to their abilities; some discussed with colleagues, some used teaching materials recommended by the faculty, and some conducted electronic searches, according to educational needs during the pandemic.

In the search and preparation of teaching materials, qualifications and experience in teaching determined their ability to use technology and process teaching materials. Because, at that time, direct contact with the parties could not be made. The teaching materials they get individually to others and searching through digital tend to be less modifying. However, they immediately provide these materials due to insufficient time and teaching activities that are very sudden compared and challenging. Most of the responses have entered the learning stage during the emergency period. All of them have helped provide input to us that the effectiveness of learning, starting with the preparation of materials during the pandemic, has left various problems and gaps in which not all responded and provided their experiences with the standard of teaching during the capture period. Emergency carried out. We hope this study will gain insight to improve the limitations. Therefore, we can improve the input and suggestions that help solve the problem of teaching English in times of crisis so that we can improve the data for perfection in the future.

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