

STUDENTS' LEARNING APPROACHES IN THE EFL EMERGENCY ONLINE LEARNING CONTEXT

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Abstract: Emergency online learning has transformed today's learning while opening up opportunities and challenges, one of which is learning approach. This study aims to investigate students' learning approach in the English Education study program in emergency online learning. A mixed-method was employed using two instruments; R-SPQ-2F questionnaire and semi-structured interviews. The results of the instrument check showed that the R-SPQ-2F survey and interview guide were valid (.90) and reliable ($\alpha=.88$). Calculated using Slovin formula, there were 302 respondents for this study. The survey data were analysed using R-SPQ-2F mean score analysis and interview data were with interactive model analysis. The results of the study indicate that the learning approach of students in the English education study program in the context of emergency learning tends to be deep. The interview results provide important information that the student approach is influenced by several supporting and inhibiting factors. This shows that the student learning approach is dynamic in adjusting to learning process. Policy makers, lecturers, and students need to consider aspects of this learning approach in the current emergency online situation for a more effective and meaningful learning process.

Keywords: students' learning approach, EFL, emergency online learning

INTRODUCTION

Learning at the higher education level in the 21st century has undergone quite significant changes in recent times. This change is influenced by several things, such as the direction of change from the demands of global economic policies, growth of the millennials in classrooms, the rapid development of learning technology, and the emergence of pandemic that affect the learning and teaching process. When the learning process is more student-centred in the last two decades (Santosa, 2019; Wiraningsih & Santosa, 2020), learning immediately changes according to these demands and conditions (Huba & Freed, 2000; Zarouk et al., 2018; Zucker & Fisch, 2019). Different generations between teachers and students with their respective characteristics greatly affect the effectiveness of learning (Santosa, 2017). The teacher's role is no longer just a source of knowledge and information, but has expanded to become a facilitator or even a colleague who is both studying with students who are open to today's very fast changes (Jagtap, 2016; Looney et al., 2017; Malik et al., 2011; Murati, 2015). These demands and dynamics greatly affect the entire learning process today.

In addition to these changes, there is currently a long pandemic due to the Covid-19 virus. During the pandemic, the learning process in the context of what is known as Emergency Online Learning (hence, EOL) is also undergoing adjustments (Hodges et al., 2020). The process of preparation, implementation and assessment of learning is also affected by the shift in the 21st century learning paradigm and the current situation due to Covid19. Everything takes place in a full online learning with a requirement to accomplish learning objectives still takes place. Interesting things emerge, ranging from equipment and facilities, learning and teaching processes, to learning approaches in this pandemic situation (Aristovnik et al., 2020; Atmojo & Nugroho, 2020; Cao et al., 2020; Collie, 2021; Kuhfeld et al., 2020; Mok et al., 2021; Moorhouse, 2020).

The learning approach is seen as a dynamic learning attribute that can help students in their teaching and learning process (Biggs, 1998, 1999). This topic was first investigated by Marton and Säljo (1976) and is a very important finding that maps the learning process to date. The results of their research state that depending on the learning context, students will develop a learning orientation; some intend to learn at a deep level (deep approach to learning), that is learning for understanding and some also intend to learn at the surface level (surface approach to learning), namely learning to memorization to answer questions that will later appear on the test (Cuthbert, 2005; Marton & Säljo, 1976, 1984). Although it started three decades ago, this issue is still very relevant in learning in the 21st century. Especially in an EOL situation, this issue is potential to contribute to the scientific area of this topic in the current context.

Several studies on this topic have been conducted (Baeten et al., 2010; Biggs, 1989, 1998, 1999; Ellis, 2006; Lee, 2013; Santosa, 2013, 2017). Broadly speaking, the basic concept is that when studying, there are students who are very eager to understand (deep level learning approach) and there are students who only do minimally and memorize solely to achieve learning objectives (surface level learning approach). Because learning is essentially to understand a concept, the learning and teaching process should be aimed at efforts to achieve the goal of understanding in depth.

In the Asian context, several studies have found that student learning approaches (hence, SAL) tend to be at a surface level rather than an in-depth level. Earlier, On (1996) for example, found that learning in several Asian countries, including China, Japan, and Korea, practice a strong memorization style. In the context of learning English, Cheng (2000) found that Asian learners tend to wait from the teacher and be passive. In the Indonesian context, several findings suggest that university-level students tend to perceive the success of learning outcomes as determined by a surface-level learning approach (Biggs, 1989; Dharma, 1997; Emilia & Mulholland, 1991; Emilia et al., 2012; Jürgens & Emilia,

2009; Mansir & Karim, 2020; Santosa, 2013, 2018). In general, the findings from these studies are that students in Indonesia lack critical and reflective thinking skills and tend to prioritize learning achievement over mastery of soft skills which will be more needed in the real world of work later. Because learning at the college level emphasizes the reflective thinking process to express opinions, the surface level approach is very likely to affect the quality of learning.

This passive rote learning is certainly contrary to the principles of 21st century learning where learning is more student-centered for the mastery of higher-level thinking skills. The rapid development of technology has also become an influential aspect in student learning approaches today. With various modes, learning can affect SAL in a certain context (Chaya & Inpin, 2020; Santosa, 2017). The current condition of the pandemic where everything takes place full online has brought up various phenomena, ranging from devices and facilities, teaching and learning processes, learning strategies, providing feedback, assessments. These things have the potential to affect the learning process, including SAL.

In addition to the learning process and technological developments, socio-culture is seen as very influential in determining behavior, in this case learning (Hofstede, 1986, 2011). Some views state that socio-culturally, Indonesian people are said to have a passive and submissive character (Dardjowidjojo, 2000; Marcellino, 2008). This affects learning patterns and approaches as well, including when learning English. Teachers are considered as the only prominent source of knowledge. This makes students have less opportunity to express opinions more openly with various points of view (Dardjowidjojo, 2001, 2006). Especially in the global level collaboration, critical, problem solver, and open mindset individuals are expected to be mastered by university graduates so that they can play a contributive role at a wider level.

Based on the results of informal interviews conducted to students in the English Language Education study program in a

University in North Bali, it is known that most students think that learning success is about being able to answer the questions as completely as possible. Passing courses with high GPA is also very important because they avoid repeating courses, so they tend to try their best to pass, even though they do not really understand the materials. For example, in Statistics courses, many have passed even with good grades, but in research, understanding of the concepts and methods of statistical formulation is still not optimal and even tends to be forgotten. From observations on classroom learning, especially online today, many students are passive during discussions both in synchronous and asynchronous modes. In addition to the issue of shame and fear of being wrong, the activeness of independent learning to argue or express opinions in academic spaces is still low.

It can be concluded that the various situations above, ranging from the demands of student-centered learning, learning patterns in the classroom, technological developments, and socio-cultural factors are facts on the ground in Indonesia today. All of them can be very instrumental in the context of student learning approaches. Although there have been several studies on learning approaches in the world, including Indonesia and Bali, investigations into learning approaches in the context of EOL are still very few. Based on the background, this study investigated SAL in the context of learning English during EOL at a University in North Bali.

LITERATURE REVIEW

Students' approaches to learning

There are several terms related to the learning approach. Some call it meaningful learning and memorization (Ausubel, 1968), generative and reproductive processes (Wittrock, 1974), deep and surface levels (Marton & Säljo, 1976) or transformative and reproductive learning (Thomas & Bain, 1984). Along the way, these various terms converge to an agreement that learning and its

approaches can be viewed from a deep level and a surface level (Kember, 1996).

The learning approach is a learning attribute that can change in the teaching and learning process of each individual student (Biggs, 1998, 1999). The study of this learning approach was first conducted by Marton & Säljö (1976) through the Gothenburg project. They found two levels of learning approaches shown by their research subjects, namely the deep level – the approach to understanding concepts and the surface level – the learning approach to memorizing and passing the course (Ismail, 2009). Their findings are important to map the learning process (Cuthbert, 2005; Marton & Säljö, 1976, 1984). Several experts then conducted a similar study. Entwistle conducted research in English-speaking countries (Entwistle, 1991, 2009; Entwistle & Ramsden, 1983; Entwistle & Tait, 1990). He initially found two learning approaches similar to the findings of Marton and Säljö (1976), but later added a third approach, namely the strategic approach (Entwistle & Ramsden, 1983). This learning approach indicates how students seek to maximize grades, not just for understanding concepts or memorizing in order to pass (Biggs et al., 2001; Kember, 1996).

Another term was also invented by John Biggs. He found two common learning approaches, namely deep and surface levels, and added a third approach called the attainment approach, which indicates an effort towards learning success (Biggs et al., 2001). The two additional approaches by Entwistle and Ramsden as well as by Biggs indicate the same thing, namely the existence of students' efforts to dynamically move in their learning approach in an effort to achieve the best results. Over time, this strategic or achievement learning approach is no longer considered a learning approach because it is closely related to the construct of metacognition (Case & Marshall, 2009). In the learning approach instrument, this third level is replaced by dimensions that measure 'organized studying' and 'effort management' (Entwistle, 2009). In Biggs et al. (2001), this third level was replaced by a scale measuring 'monitoring

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studying'. So, the learning approach consists of only two approaches, namely the deep and surface level learning approaches (Case & Marshall, 2009, p. 11).

Twenty first century English learning

The 21st century focuses on the ability of students to think critically, be able to connect science with the real world, master information technology, communicate and collaborate (Gates et al., 1996; Santosa, 2019). In the 21st century, education is becoming increasingly important to ensure that students have the skills to learn and innovate, the skills to use technology and information media, and can work and survive using life skills.

Learning English is also inseparable from the demands of the 21st century. When the global world already requires graduate students to have a variety of skills needed in the future, learning that is still focused on teachers or lecturers and memorizing activities alone will certainly not be able to help students achieve these targets. The use of technology in the context of blended or full online learning can be directed at efforts to improve the quality of this learning (Banjar et al., 2020; Budiarta & Santosa, 2020; Dewi et al., 2020; Ivone et al., 2020; Permana et al., 2021; Santosa & Agustino, 2020; Santosa & Priyanti, 2021).

The direction of the in-depth learning approach is encouraged to continue to be applied in classrooms containing millennial students (Alismail & McGuire, 2015; Kivunja, 2015; Kuhlthau dkk., 2007; Mishra & Mehta, 2017; Piirto, 2011). To be able to achieve mastery of 21st century skills, students should be directed to learn non-routine world problems to stimulate curiosity (Kuhlthau dkk., 2007). Given the dynamic nature of the learning approach, it is important to remember that learning is always directed at promoting higher cognitive processes in every situation.

Emergency online learning

Currently, learning in classrooms is 'forced' to shift to a fully online situation which then raises many issues, challenges, and problems, such as the effectiveness of learning that has been previously identified (Bozkurt & Sharma, 2020). The situation that emerged at this time was then referred to as Emergency Online Learning (EOL). According to Hodges et al. (2020), EOL is a distance learning situation where teachers and students cannot meet in a face-to-face condition like in the physical rooms of the previous class. They added that EOL is different from traditional online learning (or remote teaching) where an emergency situation arises, which usually occurs due to things, such as natural disasters, wars, or pandemics like today.

Due to its emergency nature and unusual conditions, the teaching and learning process needs to be adjusted, from design, implementation, assessment to attention to devices, supporting facilities, school capabilities, and the abilities of various teachers and students (Aguiera & Nightengale-Lee, 2020). This is very likely to give rise to the problems previously mentioned. For this reason, methods and adjustments are needed to create a learning implementation process that is varied, meaningful and makes students active and understanding (Aguiera & Nightengale-Lee, 2020).

As stated, SAL is dynamic in various learning environments. During the EOL situation, SAL can be potential in determining students' learning success. However, very few studies conducted on SAL in EOL currently, making that this present study is significant and novel. Different from previous studies, this study focuses on SAL in the Asian context, namely Bali, which is embedded with unique socio-cultural factors in the context of EOL.

Importance of SAL in EOL context

The learning approach is able to predict a person's performance in learning (Ramsden, 1992; Trigwell & Prosser, 1991). To achieve learning success, students will apply various approaches and

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strategies in their learning process. Some students will be eager to learn to understand concepts while others study for graduation or simply memorizing (Jeffrey, 2009; Trigwell et al., 1988). Since the deep level approach encourages students to achieve understanding in learning, this approach should be more emphasized to be applied to current students (Baeten et al., 2010; Mansir & Karim, 2020; Ramsden, 1992; Santosa, 2018; Trigwell & Prosser, 1991).

Over time, there have been several important studies related to the topic of this learning approach. Baeten et al. (2010) conducted a study on the factors that support and limit the learning approach in student-centered learning in Belgium and found that students from various study programs have different learning approaches and students in social sciences study programs have the most in-depth learning approach. Another interesting finding is that social and cultural factors seem to play a role (Dardjowidjojo, 2001, 2006; Hofstede, 1986). On (1996) added, in Asian contexts, such as China, Japan, and Korea, student learning approaches tend to lead to a surface level rather than an in-depth level. They practice a strong memorization style. In the English learning context, Cheng (2000) found that Asian learners tend to wait from the teacher and be passive. In the Indonesian context, several findings suggest that university-level students tend to perceive the success of learning outcomes as determined by a surface-level learning approach (Biggs, 1989; Dharma, 1997; Emilia & Mulholland, 1991; Emilia et al., 2012; Jürgens & Emilia, 2009; Mansir & Karim, 2020; Santosa, 2013). Santosa (2018) added that in the context of blended learning, students' learning are dominated by teachers.

From the several studies above, it is known that the learning approach is one of the important variables that determine a person's learning success. There is a deep learning approach that emphasizes understanding concepts and a surface approach that leads to the achievement of minimum learning standards by rote memorization. There were several findings carried out in various

contexts (Nursing, Education, Computers and English), locations (from western contexts, like Sweden, Belgium, America to Asia, such as China, Japan, Korea, Indonesia, and Bali).

METHOD

Research design

This research is a mixed-method research consisting of quantitative and qualitative methods (Ary et al., 2010). The use of these two methods adheres to the paradigm of pragmatism in which all relevant research methods are used to answer research questions (Creswell, 2009) for a more comprehensive study. The strategy in this mixed method is embedded mixed methods where quantitative methods are more dominant and qualitative methods support the findings of previous methods (Creswell, 2012). The quantitative part will be in the form of a questionnaire distribution of student learning approaches while the qualitative method will be in the form of interviews to find factors that support and hinder student learning approaches in the context of emergency online learning.

Population, sample, and sampling technique

The population of this study were students at the Department of English Education at a University in North Bali. There are a total of 1230 students in the 2020/2021 academic year period. Due to the pandemic situation and for the effectiveness of the survey distribution, the Slovin formula is used to find a representative sample of respondents in a large population (Sugiyono, 2012). The number of representative samples is as follows.

$$n = N / (1 + N e^2)$$

Notes:

n = Sample size/number of respondents

N = Population size

e = Tolerance of sampling error rate

Following this formula, the number of respondents from the student population of the English Education Study Program is as follows.

$1.230 / (1 + 1.230 * 0.052) = 301.840491$ (rounded to 302).

From the sample calculation, it was found that the number of respondents who were representative of the entire population was 302 students.

For the purposes of interviews, purposive sampling technique is carried out with the following criteria:

1. Students of English Education study program at a University in North Bali.
2. Involved in filling out research surveys that are being carried out.
3. Willing to voluntarily conduct interviews.

From these criteria, as many as 8 students voluntarily agreed to conduct the interview process.

Method of data collection

The data collection technique in this research is to follow the planned research design, namely quantitative and qualitative methods. For the quantitative method, there is a questionnaire instrument to investigate the learning approach, namely the R-SPQ-2F (Revised Study Process Questionnaire on Two Factors) questionnaire and for the qualitative method, semi-structured interviews were conducted to collect in-depth data on the factors supporting and inhibiting the learning approach. This questionnaire was developed by Biggs, et al. (2001) where validation and reliability tests were carried out before distribution to research respondents. After the distribution of the questionnaires, interviews were conducted to explore the interesting things of the respondents in the factors that support and hinder the context of the learning approach in emergency online learning situations.

Research instruments

The research instrument is the R-SPQ-2F questionnaire and semi-structured interview guidelines. The R-SPQ-2F is a questionnaire

on learning approaches developed by Biggs et al. (2001). Another instrument is a semi-structured interview guide. The questionnaire instruments and interview guides were translated using the 'back-to-back translation' method, a translating technique in which a bilingual person is asked to translate from English to Indonesian, then the Indonesian translation is retranslated by another bilingual person. When the results are not much different, the results of the translation of the questionnaire are considered feasible to be used as research instruments (Prieto, 1992).

Validity and reliability

In order for the instrument to be suitable for use, before being tested in the field, validity and reliability tests were carried out on all instruments. The survey was adapted according to learning developments in the context of online emergencies. Two experts examined the content of the survey used in this study and the results were calculated using Gregory’s formula as follows.

$$\text{Content Validity: } \frac{D}{(A+B+C+D)}$$

Notes:

Column A = number of irrelevant items from both experts (-/-)

Column B = number of items agreed by the two experts (+/-)

Column C = number of items agreed by the two experts ((-/+)

Column D = number of relevant items from both experts (+/+)

The tabulation of the content validity test results from the two experts was then put into Table 1 and calculated.

Tabel 1. Tabulation of Questionnaire’s Items

Expert 2		Expert 1	
		Irrelevant	Relevant
	Irrelevant	A=0	B=0
	Relevant	C=0	D=20

By following Gregorys formula, this result can be calculated as follows.

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$$\begin{aligned} \text{Content Validity} &= \frac{D}{(A+B+C+D)} \\ &= \frac{20}{(0+0+0+20)} \\ &= \frac{20}{20} \\ &= 1 \text{ (Valid)} \end{aligned}$$

From this Gregory formula, the results of content validity are obtained that this instrument is valid.

A content validity test against the interview guidelines was also carried out and the results are presented in Table 2.

Tabel 2. Tabulation of Interview's Items

Expert 2		Expert 1	
		Irrelevant	Relevant
	Irrelevant	A=0	B=0
	Relevant	C=0	D=10

By following Gregor's formula, this result can be calculated as follows.

$$\begin{aligned} \text{Content Validity} &= \frac{D}{(A+B+C+D)} \\ &= \frac{10}{(0+0+0+10)} \\ &= \frac{10}{10} \\ &= 1 \text{ (Valid)} \end{aligned}$$

From this Gregory formula, the results of content validity are obtained that this instrument is valid.

This survey was then piloted to 30 participants outside this study to obtain reliability test results. By using SPSS 26, the result is that this survey instrument is reliable ($\alpha=.88$).

Table 3. Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.884	20

From these two tests of validity and reliability, it is known that the instruments used are valid and reliable to be distributed to obtain data.

This study also uses triangulation techniques (Creswell, 2012), especially triangulation of data types, where there are several methods of data collection, namely through questionnaires and interviews. The data results will be triangulated and if they support and/or are similar to each other, it can be said that this research has high credibility.

Data analysis technique

The data that has been collected will be analyzed by quantitative and qualitative methods. The results of the questionnaire will be analyzed with a scoring system that has been prepared together with the R-SPQ-2F (Biggs et al., 2001, p. 20). The scoring system is as follows.

$$\text{Deep Approach Score} = \sum \text{Deep Motives} + \sum \text{Deep Strategy}$$

$$\text{Surface Approach Score} = \sum \text{Surface Motives} + \sum \text{Surface Strategy}$$

Responses to the survey were calculated by calculating the total number of each dimension of the learning approach and then seeing the most. This determines the tendency of an individual student's approach to learning.

These results will be interpreted and then interviews will be conducted to deepen some things that still need to be explored, especially regarding the factors that support and hinder the learning approach of students in the English Education study program in the context of emergency online learning. The interview results will be transcribed and then analyzed using the Interactive Model Analysis from Miles and Huberman (1994). Diagram 2 presents this qualitative analysis model.

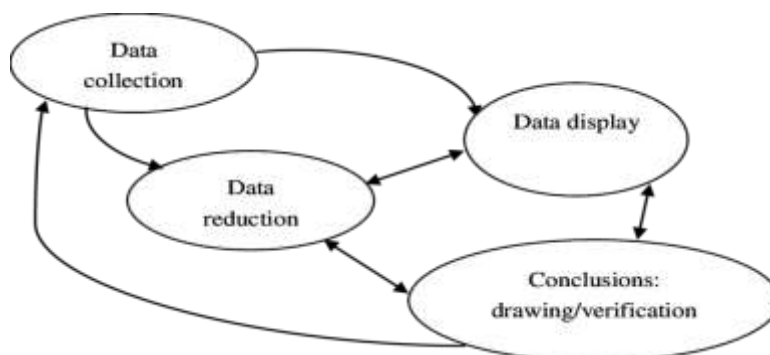


Diagram 1. *Interactive Model Analysis* (Miles & Huberman, 1994)

There are four main stages in this qualitative analysis which are described operationally as follows.

1. Data Collection

In this stage, the research will focus on the process of collecting data obtained from the distribution of questionnaires and interview responses by students in the English Education study program at a University in North Bali in the context of the learning approach in EOL.

2. Data Sorting

At this stage, the process of reducing, selecting, and sorting data will be carried out to find data that is relevant and in accordance with the topic of this research. The coding process will be carried out with a simple computer-aided table.

3. Data Appearance

At this stage, relevant and appropriate data will be displayed for later analysis to find categories or themes that arise from transcriptions related to the topic of student learning approaches for the English Education Study Program at a University in North Bali in EOL.

4. Verify/Conclude Data

At this last stage, the data interpretation process will be carried out where the emerging themes are linked to previous related theories and studies so that the findings can be interpreted and contribute scientifically to the research context.

Given that there are two types of data and methods, a triangulation process will then be carried out to determine whether the findings and conclusions can be credible and reliable. The triangulation that will be carried out is data triangulation, where survey data and interview data are compared. If they support each other with similar findings, it can be said that the findings of this study are valid and worthy of trust.

FINDINGS

This study aims to answer three research questions, namely (1) How is the student learning approach of English education study program students at a University in North Bali in the context of EOL?, (2) What are the

supporting factors that play a role in student learning approach of English education study program students at a University in North Bali? in the context of EOL?, and (3) What are the inhibiting factors that play a role in the SAL of English education study program at a University in North Bali in the context of EOL?

The first research question aims to determine the learning approach of English education study program students in the context of EOL. The data of this study were obtained from the results of students' responses to the previously prepared learning approach questionnaire. The findings can be presented in Table 4.

Table 4. Learning Approaches of English Education Study Program Students in the Context of EOL

Students' Learning Approaches		Deep Approach	Surface Approach
		tdap	tsap
N	Valid	302	302
Mean		45.35	18.07
Std. Dev.		2.328	6.345

Note:

tdap: Total Deep Approach

tsap: Total Surface Approach

From Table 4, it is found that the total deep approach is higher than the surface approach (tdap=45.35 > tsap=18.07). This means that students of the English education study program learn with an in-depth approach tendency more than the surface approach in the context of emergency online learning. The students learn to employ ways to learn to understanding concepts deeper rather than memorizing information, analyse and seek meaning rather than passively receiving information, facts, and data delivered to the students when learning.

To understand the finding more, two qualitative data were gathered by focusing on the supporting and inhibiting factors that played a role in the SAL of the respondents. There were 8 students who voluntarily agreed to be interviewed regarding this research. The second research question investigated the supporting factors present in student learning approach of English education study

program students at a University in North Bali. In the context of the factors that support the learning approach in an emergency online situation like today, students stated that several types of questions required them to think more deeply and critically. Student 2, for example, stated the following.

"Some lecturers ask questions that require reasons, such as How or Why, so I have to think deeper." (S2; M)

(Note: Sn = Student number n; M = Male; F = Female).

Student 5 agrees with S2's opinion. He added that,

"There are also questions that require personal opinions so they need to be detailed and critical." (S5; F)

These questions are types of questions that require higher-order thinking skills where students have to think about their responses by seeking accurate information and there is a process of analyzing, sorting, and providing facts and sometimes personalization. In another response with students, another factor supporting the deep learning approach emerged from the situation and conditions of the online emergency itself. Student 7 emphasized that he must be more independent in seeking information.

"Because the online learning situation is fully virtual, I have to read more and look for independent information, usually given the guidance of the lecturer first, then look for it myself." (S7; F)

Student 3 confirms this.

"Lecturers give a lot of direction at Moodle and this is the first time I have experienced a learning model where I can actively participate and have independent discussions with friends." (S3; M)

This finding is interesting because it seems to align with the concept of student-centered learning, which is encouraged to occur more in 21st century learning context. Students are required to actively search for information, analyse them, and present their own voices and understanding on the task being presented to them with minimum teacher's facilitation.

Another factor that emerged from student interviews led to more use of technology in their classrooms. Students use a variety of learning tools and media, such as Telegram or WhatsApp, Zoom or Google Meet, LMS, and other platforms.

“I am excited and motivated to learn because I can be flexible in studying at the time I want, and the material is more clearly delivered from the beginning to the end of the semester at LMS.” (S6; F)

Student 8 added that the use of technology really helped him learn more effectively and efficiently.

“I had a hard time at first, but I quickly learned to use the technology used in class, namely LMS and Zoom. I can read and learn from the LMS, then ask and respond to questions in interactive meetings on Zoom.” (S8; M)

This finding is important because it emphasizes the importance of using appropriate integration of technology in classroom learning. If technology is utilized properly, students have the opportunity to learn and be motivated to explore more information.

Furthermore, to be able to understand the context of the learning approach in this study more comprehensively, interviews were also focused on the inhibiting factors that play a role in the SAL of the participants. From the responses given by students, some admitted that they still tend to memorize information in order to pass and get high marks. Student 1, for example, stated that memorizing helped him learn.

“I memorized quite a lot so that I could remember the material being taught. If there are questions, I use the memorization to help answer.” (S1; M)

Student 4 emphasized that memorizing was very important for him because he felt his background and ability was minimum to understand the lessons given that time.

“I used to study more science, so I had to memorize a lot of information before I could speak.” (S4; F)

He also feels that English is not easy so it needs some ways to make it easier for him to learn, but it is surface and short term, like memorizing this.

"English is an 'alien' language to me so I try to learn the patterns, tenses, grammar and vocabulary first." (S4; M)

It can be seen that some students in learning English tend to take a surface approach, such as rote memorization and think less critically in their learning activities in specific tasks and areas, like English and closed-ended assignments.

Some students sometimes find it difficult to argue for their answers and present their own voices, even though they are already using the Internet to help for finding information to respond to the assigned tasks.

"When I google, a lot of information comes up, I usually take three or five sources and copy the information." (S7; F)

When further asked whether they were able to write their own words from various sources, there were some who said they could not, but there were also those who felt they were able to mix these sources in their own words.

"After getting the link, I tried to read the gist of it and write it down in my own language. However, I don't know if it's still plagiarism or not." (S8; M)

Students still have feelings of fear of their lecturers if they are wrong. They are used to accepting lecturers' answers, so they are not always brave and can give various views that can be different.

"I'm afraid I'll be wrong... because usually the lecturer will not pass me." (S2; M)

This type of learning style is quite common in learning in Indonesia where students accept the teacher's answers, even though they are not necessarily correct. Despite the abundance of information on the Internet, student 1 felt that he still needed to get help from the lecturer, so he was less active in class discussions.

“I look for a lot of information, but because there’s too much, I need time and help from the lecturers in particular, so I don’t dare to be active in class.” (S1; M).

Student 3 highlights the technical aspects, such as connections, data, and compatibility.

“I see myself and some friends having problems with connection, data, and device compatibility, so I tend to just answer what is asked.” (S3; M).

This finding informs that besides technology is important, but if it is not integrated appropriately, it can be problems that burden the students during the learning process, especially during the full online class today.

The results of interviews regarding the supporting and inhibiting factors that play a role in the SAL of English education study program students in the context of EOL are very important in the context of understanding the findings of the previous learning approach survey results. The results of this interview provide some confirmation of the previous findings. Although the results of the initial survey showed that the students’ approach tended to be in-depth, some findings from the interviews showed that the actual approach still tended to be superficial. There is a tiered process that is carried out, starting from learning activities with a surface approach, such as memorizing, copying information, to writing using their own voice.

DISCUSSION

The results of the survey of learning approaches showed that the student respondents of this study tended to have a deep learning approach. This means that students have a learning tendency for understanding the concepts learned during the teaching and learning process, not just memorizing and achieving minimum standards such as graduation (Biggs, 1999). In the Indonesian context, this finding is in line with the findings of Ismail (2009) which states that the majority of students majoring in Accounting Education have this deep learning approach. The same thing was

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also reported by Emilia et al. (2012) in the context of students majoring in Health. The findings of this study confirm that students majoring in English have a learning tendency to understand concepts with the ultimate goal of understanding. In the context of English education, this finding supports the research of Santosa (2013, 2017, 2018) which found that the student learning approach in the context of English education tends to be a deep learning approach.

This finding is slightly different from the results of research from Watkins (1996). In his research, he found that students in the Indonesian context believe that academic success is based on a minimal (surface) learning approach. That is, the perspective of success for students in Indonesia is if they graduate quickly, get an A, and have a high GPA. In the field of health in the Indonesian context, different results were also obtained by Jürgens and Emilia (2009) where it was found that students tend to use a surface approach in learning. However, there are also interesting findings from the context of business and management students in China by Taher and Jin (2011). They found that students majoring in business and management tend to use a deep learning approach and break the previous assumption that students in China tend to prefer memorization when studying and practice low order thinking skills. This shows a paradigm shift towards the learning process in certain contexts such as Asia, including Indonesia.

These various findings need to be studied more comprehensively and in depth. For this reason, extracting information and additional data is still needed. From the interview process, several things were explored in more detail and depth including the factors supporting and inhibiting the learning approach to provide a more diverse and rich perspective on previous findings. There were 8 students who voluntarily participated in the interviews conducted. Several key themes emerged that help address the various situations above. The main thing that emerged from the interviews with the students was how they actually approached their learning.

From the factors supporting the deep learning approach for respondents, it is known that students feel the need to think more deeply and critically on certain questions, for example those that require explanation, such as “How does technology assist active learning today?”, or “Why an English teacher must be good and professional?”, or personalization, such as “What do you think of the teacher's learning style?” after they watched videos from YouTube related to the material. This finding is in line with Khan’s (2017) opinion which emphasizes that certain questions teach students to give fact-based opinions with scientific arguments. Mehta and Al-Mahrooqi (2015) argue that critical thinking is important and can be taught to English education students through a variety of activities and strategies including responding to questions based on higher order thinking skills (HOTS). This provides a personal space for thinking which is very important in today's 21st century because students have the opportunity to express themselves with their knowledge while expressing their thoughts (Tsai et al., 2020).

The current pandemic conditions also provide space for students to be more independent, find their own learning resources, with the guidance of lecturers. The core materials prepared in the LMS provide conceptual insight at the outset, and interactive meetings via Zoom highlight the concepts at hand. Smith et al. (2018) believe that learning independence is necessary and in developing countries, including Indonesia, this is still very much needed. In the academic context, effective use of learning platforms, such as Schoology (Priyatno, 2017) or other LMS in the context of online learning (Tucker dkk., 2017), and with the comprehensive integration of pedagogical aspects with technology (Santosa, 2021) is indispensable. Flexibility in learning environments such as this pandemic is critical (Keiper et al., 2020; Miller et al., 2020; Tarrayo et al., 2021; Trail et al., 2020).

Student-centered learning is believed to provide wider learning spaces for students to be able to improve themselves (Rayens & Ellis, 2018; Wright, 2011). Giving students the

opportunity to find their own resources, discuss in various study rooms, such as LMS, Telegram, or Padlet, is considered to support this deep learning approach (Hynes, 2018). This learning also repositions the role of lecturers as facilitators, even co-learners, so that students can learn more freely, both individually and collaboratively (Huda & Lubis, 2019). These factors are believed to support a more in-depth student learning process. A more independent, student-centered, and technology-assisted learning pattern in a mixed and flexible learning environment, gives students the opportunity to learn more and explore their knowledge.

However, not all students are able to immediately become more independent and active in learning. Many of them remain passive, not engaged in online discussions and at meetings on Zoom, waiting and not much involved. This is interesting because the results of the previous survey showed that the learning approach of students tends to be deep. There are other things that seem to need to be looked at and investigated further. In addition to these supporting factors, it is very necessary to explore other factors that may still exist and are latent.

From the interviews, it was found that some students still showed the characteristics of the surface learning approach. Learning by rote learning is still dominant for students who are not used to deep and critical thinking. This is in accordance with the findings of Biggs (1989, 1998, 1999; Chan & Rao, 2010) that memorization is still dominant, and has become a learning practice since they are in early grades before at the University level. Watkins (1996) also found previously that learning for Indonesian students tends to use a surface approach, one of which is memorization and low order thinking skills.

The complexity factor of English as a foreign language is also influential. Because it is not a mother tongue, the ability to interact, be active, and participate using the medium of this foreign language is not fluent. The report on the English Proficiency Index from Education First confirms this, where the Index for Indonesia

in 2020 is ranked 70 (low category) (Education First, 2020), below several other Southeast Asian countries, such as Singapore (10), Philippines (27), Malaysia (30), and Vietnam (65). This then affects student motivation (Alizadeh, 2016; Dornyei, 1994; Dörnyei, 1998; Marcellino, 2008) and students' cognitive load (Frisby et al., 2018; Zhao et al., 2013). In order to be able to complete the learning process and assignments, students then do not hesitate to memorize and even copy other sources with the aim of achieving the tasks and maintaining good grades.

Apart from the things mentioned above, the socio-cultural aspect is still dominant in the classes. Feelings of fear of misunderstanding a language or opinion, not daring to criticize lecturers, avoiding conflict, and 'saving face' are very strong which affect the learning process in this online situation. Some students are not active in online discussions on LMS and interactive meetings on Zoom. This is in accordance with the findings of Hofstede (1986, 2001, 2011) regarding the Power Distance Index which states that a person's behavior and performance are strongly influenced by this power point of view between superiors and subordinates, seniors and juniors, lecturers and students, and others. They are also afraid of being wrong and ashamed if they make a mistake with their surroundings, such as lecturers or friends, therefore they are very concerned about their self-image (Humaero, 2019). Position, status, and so on are very influential in a person's behavior. In the context of the classroom, the status of lecturers and students, different age ranges, and the position of superiors and subordinates have the potential to affect activity, critical thinking skills when expressing opinions or writing, and participation.

Another important thing that can make student learning approaches in the context of this research may actually tend to surface is the technical factor with the technology itself. Students, even though they are millennials, need time to understand their use in the context of learning in this emergency online situation. Diverse literacy and digital skills will affect student motivation

and performance. Digital ranges between lecturers and students are also important (Artini et al., 2020) and need to be considered (Howlett & Waemusa, 2018). Technical aspects such as connectivity, internet quota, and device compatibility also have an effect (Looi dkk., 2019; Uden dkk., 2018). These factors are still present in some students so that comprehensive efforts are needed to help students learn not only for short-term goals, such as fast graduation, memorization, and high grades, but also learning for the purpose of understanding so that when they are in a state or given a different case, students can still respond because they understand the concept in depth, not just rote memorization.

From the findings regarding the learning approach of students, it is known that their approach is an in-depth learning approach. The results of in-depth interviews provide important additional information for this study. In online learning situations, students try to learn the materials in the LMS independently at the beginning of the lesson, seek additional information from other sources, and try to be active in discussions in existing study rooms. Technology helps those who are able to use it to learn in flexible virtual learning spaces. However, several other findings from students also showed that student activity and involvement could not always be effective due to several factors, such as the habit of memorizing, and the desire to graduate quickly, not being used to independently seeking information, fear of being wrong and embarrassed by smarter lecturers or friends, and mastery of technology and quotas.

This shows that the learning approach is indeed dynamic, adapting to the conditions faced by students. However, it is very important to emphasize that in 21st century learning that emphasizes mastery of soft skills, such as critical thinking, communication, collaboration, and creativity, students always practice deep learning approaches in the form of asking or answering questions from the point of view of the students. diverse and self-sufficient so that they are better prepared for future collaboration when they finish school and work.

CONCLUSION

From this research, it can be concluded that the students of the English education study program at a University in North Bali have a dynamic deep learning approach following the contextual factors underlying their performance and behavior in the learning process. Some students are able to study independently and even seek other learning resources for additional information. They can be active and discuss so that learning can involve them actively and lecturers are facilitators to help them learn. In virtual spaces, they can use technology to flexibly move around the virtual classroom and learn. On the other hand, some students still need the guidance of lecturers to study independently, think more deeply and critically, reduce fear and embarrassment when studying, even though it is still not quite right, by using the right integrated technology, because all parties in the class are actually learners. throughout life. This empirical finding confirms that the situation of learning approaches in the context of English education at a University in North Bali is dynamic in nature between deep and surface approaches adapted to the conditions faced.

It can be suggested that all parties - policy makers, lecturers, students - involved in the learning process, especially in this full online situation, consider the importance of students having an in-depth learning approach, because it aims to help them understand the concept as a whole and throughout the learning process. life, not for instant goals, such as fast graduation and high grades, but only rote. The context of globalization in the 21st century requires young people like them to be able to hone soft skills, such as critical thinking, problem solving, collaboration, creativity, communication, especially in flexible and hybrid virtual classrooms like today. Infrastructure and technology support is still very necessary so that students' digital literacy and competence can be even better. It is important that student-centered learning is always revitalized, by providing independent

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study space, facilitation of the learning process from lecturers, and with an open mindset/insight from all parties involved.

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