Challenges Facing Lecturers in Using Virtual Learning to Increase Students' Academic Success

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Abstract: The goal of this study is to identify the difficulties lecturers have when facilitating virtual learning for STKIP PGRI Metro Students at English Education Department. Five English lecturers served as the subjects of this study, which used qualitative descriptive research. Interviews and observations served as the research's primary data collection methods. The Miles and Huberman's hypothesis has been used to analyse the data in three steps. The study's findings revealed that (a) lecturers face difficulties in the virtual learning process because of students' distance from internet resources, (b) it is challenging to get students and lecturers to explain things clearly, (c) lecturers lack motivation to teach because of students' distance and network issues, and (d) students have limited internet knowledge and it is challenging to start a meeting using a different application. This study shows that there are numerous difficulties when lecturers use virtual learning. Because of their distance from internet sources, the majority of lecturers had problems joining the classroom if the pupils did not participate in virtual classes. The lecturer faces additional obstacles due to their inability to motivate their students to learn. Additionally, the restriction on network access forced the students to respond to the lecturers' explanations and assignments in order to assess their understanding.

Keywords: Lecturers' Challenges, Virtual Learning, Students' Academic Success

Introduction

Global changes led to the fourth industrial revolution, in which information technology replaced previous industries as the foundation of daily life. The Fourth Industrial Revolution, according to Schwab (Mousa & Arslan, 2023), is the time when technical advancements have made it possible for the physical and virtual parts of industry to work together more successfully. With the growth of the Internet and the vast digital technology that inspired it as the basis for human-machine interaction, access to unlimited computing power and data makes everything unlimited. The fields of science, technology, and higher education will be affected by this age, as will many other aspects of human activity (Okoye Ifeanyi, 2023; Tan et al., 2022).

Because of this situation, there are several influences that prevent educational learning technologies from evolving in a way that balances advances in knowledge and technology with student needs, characteristics and learning preferences (Al-Jaber & Al-Ghamdi, 2020). According to current learning method trends and practices, virtual learning and the use of ICT appear to be the most efficient ways to help students acquire the knowledge they need to cope with these fluctuations. The benefits of ICT integration in schools; barriers and difficulties in using ICT; and the importance of school culture in the use of ICT (Balogun et al., 2023). It is important to remember that technology is used to support e-learning and education so that classes can be delivered virtually. According to Sarwiji Lecturers must be familiar with the use of hardware and software in order to prepare lessons as effectively as possible. Today, professors need to learn both technical and practical knowledge. Prioritizing educational learning is critical to understanding student learning preferences and adjusting strategies and learning models (Larocque et al., 2021).

Flexible and open-minded lecturers help students develop their mood and enthusiasm through a variety of learning methods. Student motivation to learn can be intrinsic or extrinsic, but the lecturer's role in facilitating learning and creating the right environment will further enhance student motivation. In particular, today's students outperform their older counterparts not only in their academic interest, but also in their access to tools and technical knowledge. Lecturers therefore need to determine strategies, teaching approaches and plans for quality learning in ways that meet the learning needs of their students. Seen in this way, virtual learning becomes the greatest challenge for all educators in using technology with new requirements.

One of our efforts to help lecturers adapt to modern teaching is to leverage technology, which we believe is the best solution to the problem (Zen et al., 2022). That computer technology is greatly needed in the 21st century and that it is important to improve the quality of learning.

Therefore, the integration of knowledge and technology is always necessary to guarantee education. The very rapid pace of technological developments and the presence of globalization are encouraging lecturers to be creative, innovative and always ready to leverage e-learning to support education and change the world. In other words, we must be able to adapt quickly to any challenges we face (Vuchkovski et al., 2023).

Several facts the author found in practice and in some schools show that lecturers are not yet ready for changes in teaching strategies. This was because there were still very few technical updates, and the changing nature of this world has largely required all educators to move forward and engage in industry work. Another reason for him that lecturers face is the lack of ability to develop strategies and skills to acquire information, which is still too broad and difficult for lecturers to leverage information and use of virtual learning. The Minister of Education has made it clear that lecturers need to be more professional in terms of intellectual competence, commitment and quality in using technological advances and information to improve the learning process. The Lecturers Act (No. 14 of 2005) stipulates that lecturers must have educational, personal, social and professional competence (Ersoy-Babula & Babula, 2018).

To get a clear and detailed explanation, the authors would like to survey several lecturers who face challenges in the virtual learning process. To this end, the author plans to conduct a survey in STKIP PGRI Metro which took 4 English lecturers as sample. The authors believe that lecturers are largely prepared for the challenges and changes in education. Additionally, the authors would like to know more about the motivation and support of STKIP PGRI Metro's lecturers in applying virtual learning, as lecturers there are also in the process of leveraging virtual learning as a solution for the revolutionary age. Constituting with the explanation above the researcher narrowed his research entitled "Challenges Facing Lecturers in Using Virtual Learning to Increase STKIP PGRI Metro Students' Academic Success" (Janes et al., 2023).

Research Method

The method of this study was a qualitative descriptive study. This method was chosen because the study aims to illustrate the challenges lecturers face in the virtual learning process in order to maximize student performance (González-González & Jiménez-Zarco, 2015; Miftakhu Rosyad et al., 2022). Goals are described as the purpose of descriptive research to describe phenomena and their properties. In this study, data was provided, analysed and interpreted in words rather than numbers. Subjects of

this study were five STKIP PGRI Metro lecturers from English education department, who taught English in different semesters. Considering that STKIP PGRI Metro students generally only know online games, and active social media users. The tools researchers used in this study were observations and questions (A'Yun et al., 2022). In order to extract more possibilities from the field and gain more additional information, the study first made observations to examine issues, situations, and even lectuere perceptions of virtual learning. Researchers then conducted semi-structured interviews to obtain data on lecturer challenges and strategies for overcoming many of the problems they face while conducting virtual learning. The data were analysed according to Miles & Huberman (Abukhaer Tatara & Retnaningsih, 2022; Marwiyah et al., 2022). There are three steps these are data presentation, data reduction, and inference. A researcher obtains data from observations and interviews and analyses all the collected data to derive research results (Peng et al., 2023).
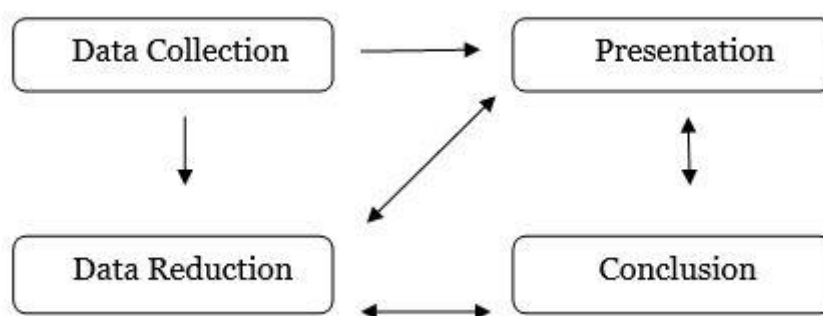

Figure 1 Research Data Collection Method

Result and Discussion

From the results of the researcher's interview questions, several situations and problems emerged as the challenges and problems faced by the English education department lecturers. Most of the lecturers explained the answers to the same questions. As an activity description, the activity processes observed in the watch list were also supplemented to the interviews as a description of the instructor's teaching activity in the learning process. Both processes in teaching virtual learning can best be described by the following table 1.

Table 1 Lecturers' Challenges during the virtual learning

No	Interview result	Observation result

1.	Students' Far distance from internet sources	Lack sense of humor
2.	Difficult to access the clear explanation from the lecturers and students	Opening the class without giving motivation
3.	Lack of motivation to teach in limit access of students' distance and network trouble	Difficult in delivering the subject
4.	Students' less knowledge of using the internet and difficult to start the meeting using a different application	The lecturers did not interact with the students actively
5.	Media preparation for students who were not active in following the virtual learning Process	No conclusion at the end of the class virtual learning
6.	Exhaustion in following the virtual meeting	The class lasted too long

From the above table, we can explain that:

1. Most lecturers explained that students far from internet sources do not attend lectures. Some students are remote or far from an internet connection, making it difficult to access internet tools. On the other hand, some students still find it difficult to own an Android. Because of their understanding of the situation, the instructor is also less motivated to convey the topic.

2. Due to the limited access to the Internet, I think it was difficult for the students to understand the lecturer's explanation. It can be difficult to understand the instructor's explanations clearly. Corroborating the interview results, the researchers also noted that paying attention to virtual learning revealed some conditions from the watch list.

3. Lack of humour on the part of the lecturer makes it impossible to understand what the students need. Stated that good communication strategies enable students to interact with each other and create an interesting and engaging classroom. Therefore, despite the lack of a sense of humour and good communication strategies during class, lecturers do their best to help students achieve what they need to know from the subject. The data shows that providing the best virtual learning applications keeps students focused in the classroom, even if the network makes mistakes from time to time.

4. Other data from our observations indicate that the challenge for lecturers is not only limited access to the network, but also the difficulty of communicating their

subject matter to students. This was also evident from her third respondent, who was teaching her own subject, and found that students responded with less interaction to the instructor's guidance.

5. At the end of the lecture, two lecturers did not conclude the lecture unit. Her three other lecturers finish the class and give students a chance to complete the topic. It can be said that the knowledge of the lecturer continues to grow with each session. As a result, most of the lecturers found it difficult to participate in lectures when students were not around due to the remoteness of internet sources. Due to this situation, lecturers were concerned that students would not fully understand the topic if they did not attend the lectures virtually. Another problem plaguing lecturers is their lack of motivation to teach classes effectively. With limited access to the network, students had to respond to lecturers' explanations and assignments to assess their knowledge.

Conclusions

This study shows that many challenges arise when lecturers participate in the virtual learning process. To address these issues, lecturers need methods and strategies for dealing with situations in a more professional manner. Lecturers often repeat explanations to clear up student misunderstandings. Government support is needed to cover internet access issues and to improve the teaching skills of lecturers in virtual learning. The solution faculty found was to emphasize the importance of virtual learning to students and parents and motivate students to take virtual courses. Teaching skills development is also often done by lecturers to improve the

quality of teaching.

Suggestions for this research result are as follows. First, the teaching method of the lecturer not only needs to be better prepared for virtual teaching techniques and how to design the teaching well, but also the lecturer needs to consider the student's situation from the teaching state. According to Deleon Gray, associate professor of educational psychology and justice at North Carolina State University of Education, helping students feel a sense of belonging in the classroom can increase educational success and motivation in many ways. It is possible, and lecturers can contribute to creating that feeling. Build a sense of belonging by building a connection between the classroom and the community. Second, media can be a good friend, helping educators

solve some of the thousands of problems that arise in virtual classrooms. A very polite explanation that helps students understand the lecturer's explanation should be based on the conditioning process of virtual learning. Lecturers need to make media learning interesting and timely. Instructor-designed and created instructional media motivate students to learn and engage with specialized instructional materials. And third, she said, when teaching virtual learning, educators should pay more attention to students who live far from cities and who have great difficulty accessing the internet. They lack motivation and knowledge, so more attention needs to be paid to keeping them motivated to learn.

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