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Online Class: Its Implication Towards Academic Skills Development

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ABSTRACTS

We aimed to find out the students' academic skills development through the use of descriptive research design. In the experiment, we used random sampling to determine the level of students' online discourse skills in terms of spoken and written means as well as the level of student's development of academic skills. This research was conducted by distributing a customized and corrected questionnaire to the validation of the online learning questionnaire with a 4-point Likert scale interpretation to determine the interpretation of the values. Findings showed that the written discourse levels are moderate with a mean of 2.972, and spoken discourse is moderate with a mean of 2.822. The four-level students' development skills were obtained, and most of them are moderate. Academic participation was obtained with a mean of 3.118, making inferences with 3.01, text composition with a mean of 2.93, and reading with a mean of 3.00. Based on the results of multiple surveys, there is a significant relationship between the online class and the development of academic skills as implied by the Pearson correlation test result at a 5% level of significance (Sig. <0.05). It also indicates a moderate or substantial correlation or relationship with a Pearson correlation coefficient of 0.54. This study has shed light on the wariness of these educators on how this means of learning have an impact on their learning and development.

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1. INTRODUCTION

The rapid progression of information and communications technology (ICT) brought significant changes in education (Murphy & Greenwood, 1998). With the advent of new technological devices for handling picture/images and sound, new possibilities for the transmission emerged (Kirschner & Selinger 2003). ICTs have reshaped the educational landscape by changing the content and modes of delivery/acquisition of learning and how the educational institutions operate. No surprisingly, the application of ICT is inseparable from the reform process and curriculum development (Tella & Adu, 2009).

Educational media plays an important role in the learning process (Winarni & Rasiban, 2021). There have been many studies on online learning media, such as the video-based learning (Anggraeni, et al., 2020; Sherer & Shea, 2011), virtual lab (Waldrop, 2013), and e-module (Purwanto, et al., 2020). The impact of the increasingly skyrocketing development of ICT causes that students may not be able to learn deeply and be unable to work productively (Bauerlein & Walesh, 2009), allowing dropouts and feelings of isolation can lead to loss of student motivation (Bolliger, et al., 2010).

Oral discourses are the most difficult to teach, practice and be evaluated through virtual means (Levy & Stockwell, 2013), thus making it difficult to teach writing without using direct instruction (Walker et al, 2005). Learning is interrelated with socialization (Bower et al., 2017) thus students who have lack guidance tend to struggle (Penrod, 2007).

This research aims to gauge the implications of online-based classes on developing the academic skills of the learners through spoken and written discourse through the use of questionnaires and statistical analysis. This study is novel with existing studies as this currently coincides with the wariness of the students who are in newly proposed online learning this education system (Mulyanti et al., 2020; Sangsawang, 2020; Lestari et al., 2020; Haristiani & Rifa'i, 2020; Hashim et al., 2020; Hashim et al., 2021).

2. METHODS

An adapted and corrected questionnaire on the "Validation of the self-regulated online learning questionnaire" was utilized in order to obtain data regarding the learner's academic skill development through online learning. Furthermore, a 4-point Likert scale interpretation be used to determine the interpretations of the respected solved values. **Table 1** shows the interpretation of values through the 4-point Likert scale interpretation.

Table 1. Interpretation table.

Weight	Mean Range	Adjectival Rating	Interpretation
1	1.0 – 1.50	Strongly Disagree	Very Low Development
2	1.51 – 2.50	Disagree	Low Development
3	2.51 – 3.50	Agree	Moderate Development
4	3.51 – 4.50	Strongly Agree	High Development

3. RESULTS AND DISCUSSION

3.1. Development of Spoken Discourse and Written Discourse

Table 2 shows the cumulative tabulated data of Spoken Discourse and Written Discourse. Overall, the spoken discourse achieved a 2.972 mean, a 2.446 standard deviation, and learners had a moderate development in their oral discourses. Meanwhile, written discourse had a mean of 2.822 and a standard deviation of 2.358, and a moderate development.

The results can compare that communication skills or oral discourses are harder to perform and evaluate in a learning environment, especially when there is little guidance from an instructor (Levy & Stockwell 's, 2013). Furthermore , writing without guidance is difficult without direct instruction . It can also note that in collaborative works , the lack of physical contact and conversation with other people jeopardizes the material's outcome (Walker et al., 2006).

Table 2. Development of spoken discourse and written discourse.

Parameter	N	Mean	Standard Deviation	Interpretation
Spoken Discourse	40	2.971	2.446	Moderate
Written Discourse	40	2.822	2.358	Moderate

3.2. Development of Academic Skills

Table 3. shown development of academic skills. Making Inferences with a mean of 3.01 and a standard deviation of 2.54, Text Composition with a mean of 2.93 and a standard deviation of 2.44 and Reading with a mean of 3.00 and a standard deviation of 2.52. Prior knowledge plays an important role in reading texts and reading materials. They have little to moderate development comprehension skills. It should not also reject the students who are struggling with this matter. As comprehension overlaps with literacy skills and needs prior guidance from an instructor if one lacks off, this online learning environment may cause burden the learner 's development in these areas (Snyder -Hogan & Luciw -Dubas , 2010 ; Cromley et al., 2010). Furthermore , through the use of the internet , one favourable advantage the learners ' have because of online learning is that they are exposed to a great deal of information on the web. This result brings to the topic of face-to-face basis, wherein these resources are not present and is limited.

Table 3. Development of academic skills.

Parameter	N	Mean	Standard Deviation	Interpretation
Academic participation	40	3.118	2.544	Moderate
Making inferences	40	3.01	2.54	Moderate
Text xomposition	40	2.93	2.44	Moderate
Reading	40	3.00	2.51	moderate

3.3. Skills Significant Relationship between Online Class and Development of Academic Skills

Thus, the table justifies a significant relationship between the Online Class and the Academic Skills Development as implied by the Pearson Correlation test results at a 5% level of significance (Sig. <0.05). It also implies a moderate or substantial correlation or relationship with a Pearson Correlation Coefficient of 0.54. Therefore, there is a significant relationship between the Online Class and the Academic Skills Development with the presentation. **Table 4.** Shows Significant Relationship between Online Class and Development of Academic Skills.

With such a overwhelming use of the Internet technologies for communicating not only in social settings, but also in the educational realm, one might question whether or not online education diminishes students' interpersonal skills. However, no measure has been found that assesses these skills within the online environment (Lindsey & Rice, 2015; Karlin, 2009). Thus, the null hypothesis that there is no significant relationship between the Online Class and the Academic Skills Development is rejected.

Table 4. Significant relationship between online class and development of academic skills.

Sources of Variation	Pearson Correlation r	Sig (s2-tailed)	N	Interpretation
Online Class and Academic Skills Development	0.54**	0.0002	40	There is a significant relationship

4. CONCLUSION

In this study, a statistical analysis was carried out, that there is a significant relationship between online class and the development of the students' academic skills. The development and learning of the students' skills are interrelated with how they socialize and interact among the people around them. Thus, with this new system where students are mandated to conduct classes through virtual means, and while the lack of physical contact from other people and especially with guidance from an instructor, the bridge to communication and learning is still attainable with technology.

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