



Overview of the Teaching System in Turkey and Indonesia During the Covid-19 Pandemic

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Abstract. Online teaching is a teaching system that must be implemented by lecturers and students during the Covid-19 pandemic, both synchronously and asynchronously. The purpose of this study is to describe at a glance the teaching system in Turkey (Kocaeli University) and Indonesia (Universitas Negeri Malang) during the COVID-19 pandemic. Our study was designed with an autoethnographic approach. The results show that the online teaching system is effective in supporting the teaching carried out by lecturers and students. The discussion of our findings is analyzed in the practical perspective of online teaching.

Keywords: Online Teaching · SIPEJAR · Turkey · Indonesia · Covid-19

1 Introduction

The Covid-19 pandemic has changed the order of various sectors, including the education sector, where teaching must be carried out online [1–3]. Online teaching has become mandatory for teachers of all levels, from elementary school to university [4–6]. Inevitably, this condition demands sufficient digital skills for teachers and students. Various platforms are also used by teachers, such as WhatsApp, Facebook, Line, Google Meet, Zoom, Google Classroom, and others. Educational institutions are also trying to meet this online teaching need (although before the pandemic, several educational institutions had an online teaching system) [7–9].

This article provides an overview of the teaching systems in Turkey (Kocaeli University) and Indonesia (Universitas Negeri Malang) during the COVID-19 pandemic. This is very important as a medium for sharing knowledge about teaching, both among scholars, researchers, practitioners, and university leaders. The online teaching platform developed is certainly in accordance with the characteristics and needs of lectures at each university [10–15]. The online teaching system in the perspective of this study is a teaching system that continues to grow, both in terms of the hardware and software used.

Therefore, the digital capabilities of lecturers and students from time to time must also be improved so that they can use increasingly advanced and sophisticated technological devices. The online teaching system during the COVID-19 pandemic has also become a global trend. However, the thing that needs to be considered is the social interaction

between lecturers and students must be maintained. This is very important, because online teaching should not reduce the social sense and psychological bond between students and lecturers. The purpose of our study is to describe at a glance the teaching system in Turkey and Indonesia during the COVID-19 pandemic.

2 Methods

Our study design was autoethnography, a qualitative research design that uses personal experiences to describe, explain, and interpret experiences and practices [16]. In addition, to enrich the information, we use analysis of documentation sourced from articles and university websites [17]. The study was conducted in 2020.

The data we obtained, then we resumed, reduced, and analyzed using the interaction analysis proposed by Miles et al. [18]. We present the research results in two parts: the teaching system at Kocaeli University and the teaching system at the Universitas Negeri Malang.

3 Result and Discussion

Kocaeli University is a public university located in Kocaeli Province, Turkey. The scope of this university has been categorized as a multicultural university, because there are foreign students studying at Kocaeli university, be it undergraduate, masters, or doctoral levels. The Turkish government's program, providing scholarships for foreign students, is helping to increase the number of foreign students studying at Kocaeli University.

Master's programs in Turkey consist of two kinds, namely master's education without a thesis and master's education with a thesis. The Master's program with a thesis is a two-year program that generally consists of seven courses with a minimum of 21 face-to-face credits followed by the submission of a thesis. In general, non-thesis programs are completed in one and a half years with the completion of ten postgraduate courses of at least 30 credits and a term project [19].

As we did as foreign students of the master's program at Kocaeli University. Broadly speaking, the higher education system in Turkey is the same as the education system in Indonesia. As we experienced, every new school year we will be notified of important schedules or dates that will be passed by all students, or better known as the academic calendar. This academic calendar can be downloaded on the respective faculties' pages such as: <http://sbe.kocaeli.edu.tr/duyurular.php> [20].

The learning system for the master's degree, has one special supervisor, which is used for academic guidance while being a student. Before the lecture starts, students are required to take courses for the amount of credit given. The credits in the first semester that we take are full of 30 credits with several compulsory and elective courses. Taking courses and all announcements can also be seen in the Academic Information System of each student, as shown in Fig. 1.

At the first class meeting the lesson contract was made in a few minutes, then immediately continued with the lesson as usual. Lecturers also remind attendance rules, such as a minimum class attendance of 70% according to university rules. Classes are taught in Turkish and English. Only a few lessons are in English, or about 30%. All literature



Fig. 1. Academic Information System at Kocaeli University

comes from books and articles or local journals in Turkish and International. The use of this foreign language has been written in the guidelines for the Turkish education system, with a minimum of 30% both English, German, French and several other languages as the language of instruction [19].

The book borrowing system at Kocaeli University for master's degrees is limited to 5 books that can be borrowed at once. However, it is different from e-books. Students can read them at home using the network integrated with the Campus to read campus e-books without borrowing, or free to use. The number of electronic books at Kocaeli University is 36930 [21].

At the end of the learning session, the lecturer always gives assignments and some readings for the next meeting, and they are never not given. One course lasts about 90 min, but on average one hour of lessons written in the academic information system per 60 min/hour of lessons. In the Education Management Department, Kocaeli University, there are Seminar 1 and Seminar 2. Seminars 1 are held in semester 1, while Seminar 2 is held in semester 2. In Seminar courses only 2 credits are charged. The work is in accordance with the agreement with the supervisor.

In semester 1 of the Seminar 1 course, every Wednesday we have to go to the supervisor to consult research, work, or if there are problems in academics can be consulted during the seminar course. However, this did not happen to other students, because for the seminar courses, it was once again in accordance with the agreement between the students and their respective supervisors or supervisors. Thesis guidance assistance is very important, because in the transition of the higher education system in Turkey, research output is very important in considering the quality of higher education [22].

However, some unexpected events, namely the spread of the Covid-19 virus which became a global disaster, made the education system have an impact on the spread of the Covid-19 virus in Turkey. Since the first case entered Turkey, the Ministry of Higher Education gave instructions that all learning be done remotely. Of course, this makes the stuttering of all parties. Not only campus residents, but the distance education system, which is not ready for participants, is forced to be ready in a short time.

Approximately one week of learning has been canceled due to the impact of this pandemic. This is then used by the university to set up a distance learning system. Furthermore, the distance learning system is carried out in the university system which is integrated with the Zoom application. In master's level learning, this takes place very efficiently because the number of students is not more than 10. However, it is different

from the bachelor's class, which has students in classes of more than 30 and even more than 80 in one class.

Although Turkey has launched two types of education, namely face-to-face and distance education, not all universities are ready for this situation [19]. However, the integration into the distance education system that we have experienced has been relatively fast, starting one week after the announcement of the first case of covid-19, the distance learning system is ready and automatic reintegration with the academic information system. When distance learning begins many campus policies are given to students, such as books that have been borrowed from the library will be automatically renewed until the university is open to the public.

The university provides learning quota assistance in accessing campus learning sites. All assignments are always done online. In distance learning, videos or recordings of lessons that have been carried out are given, this is very effective, especially for international students who have language problems, with the broadcast of learning videos that can be played freely, no material is left behind in the delivery. During distance learning, seminar guidance is conducted online together. Because one supervisor takes care of not only one student, so the guidance is carried out at once. For the mid-semester or end-of-semester exams, all of them are given to each lecturer, some use quizzes, assignments, presentations, and others.

The online teaching platform developed by the Universitas Negeri Malang is SIPEJAR (Sistem Pengelolaan Pembelajaran/Learning Management System). SIPEJAR is part of SIAKAD (Sistem Informasi Akademik/Academic Information System) which integrates academic information systems and learning administration systems, as well as offline and online learning service systems. SIPEJAR serves learning and training for students, lecturers, and education staff (Fig. 2). All teaching tools such as lesson plans, lecture program units, lecture materials, videos, to student learning assessments are available on this platform. Assignments done by students can also be collected on this platform, so that the assignment system can be done online.

SIPEJAR has been equipped with various perfect services to pamper its users. Certainly, based on "artificial intelligence", including the ease of managing lectures because it has been integrated with SIAKAD and the Curriculum Information System, and even integrated with the Indonesian online learning system, learning has also been recorded into the system automatically, its use is already web-based and mobile learning. The

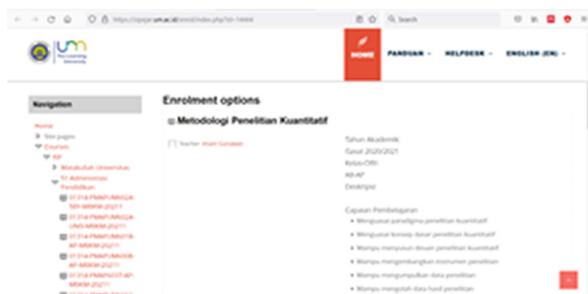


Fig. 2. SIPEJAR - Learning Management System, Universitas Negeri Malang

use of SIPEJAR has proven to be effective in improving student outcomes [23, 24]. In addition, the advantages of SIPEJAR are that the teaching and assessment process can be recorded properly, and the data cannot be used by other parties.

Online teaching during the COVID-19 pandemic is a must that must be carried out by lecturers and students. The teaching system that changed overnight also affects various factors in teaching, such as the teaching system [25–28]. Online teaching has made digital skills indispensable for teaching to take place. A quick and appropriate response to this situation is very necessary, because otherwise it will result in the implementation of the teaching itself. Lecturers and students can take advantage of online teaching system platforms for free, such as Google Meet, Google Classroom, Line, or WhatsApp. However, to ensure that teaching data is maintained and safe from misuse by irresponsible parties, universities need to develop their own online teaching system platforms.

Online teaching is a medium or a tool, not a goal, therefore, universities must continue to promote humanistic teaching and pay attention to the motivation and psychological condition of lecturers and students. The challenges of implementing online teaching will remain, however, they can be minimized with the attention of the university [29–33]. Therefore, mindfulness training and the use of information technology are very important during a pandemic. How lecturers and students can maintain mental health, balance study and work, and more importantly [34–38], be safe from factors that can lead to contracting the covid-19 virus (adhering to health protocols), is an important variable. The university has the responsibility to manage a teaching management system that is able to increase teaching effectiveness.

During the pandemic, lecturers must continue to carry out teaching professionally for the benefit of students' externals. After all, teaching is the primary service of the university and should be delivered properly to students. Therefore, online teaching must maintain the important elements of the teaching itself, such as the availability of materials, student assessments, quizzes, and teaching evaluations [39–44]. The filling of teaching materials and tools carried out by lecturers pays attention to the principles of flexibility, accuracy, accuracy, and usefulness. Students can study material uploaded by lecturers (asynchronously) and can conduct online discussions with lecturers and other students (synchronously). It is not easy to carry out online teaching, but it must be carried out for the benefit of the development and growth of students.

4 Conclusion

The results show that the online teaching system is effective in supporting the teaching carried out by lecturers and students. Online teaching in this study is defined as a teaching medium, not a teaching goal, therefore, lecturers must pay attention to social and academic interactions with students. This is important in maintaining student learning motivation in the midst of the challenges and hardships of learning online. The psychological conditions of students and lecturers, such as fatigue, technostress, and work overload, must be considered by university leaders so that even during the pandemic, which is full of uncertainty, lecturers and students can work and study well.

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