

INEQUALITY IN ACCESS TO TECHNOLOGY AND ITS EFFECT
ON STUDENTS' EFL LEARNING DURING LEARNING FROM
HOME

THESIS

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ABSTRACT

Firdaus Amru, Achmad Nafal. (2023). *Inequality in Access to Technology and Its Effect on Students' EFL Learning during Learning from Home*. Thesis. English Language Education Department. Faculty of Tarbiyah and Teachers Training, UIN Sunan Ampel Surabaya. Advisor I: H. Mokhammad Syaifudin, M.Ed., Ph.D
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Keywords: *Inequality, Access to Technology, EFL learners, Learning from Home.*

This study aimed to explore the phenomenon of Inequality in Access to technology on university students' they encountered in the use of Information and Communication Technology (ICT) during the Learning From Home period caused by COVID-19. This research implement a qualitative phenomenological approach as the method of the research. The study included sixty university students, who studied at the Faculty of Education and Teacher Training at UIN Sunan Ampel Surabaya, Indonesia. Data were collected by handing-out survey through Google Forms via WhatsApp group, the students' filled the questionnaire based on their experiences. Researcher purposefully interviewed four students from each side to reveal their experience during learning from home period in personal interview. The study revealed the Inequality in Access to Technology and its Effect during Learning from Home includes: device compatibility issues, internet connectivity issue, uneven distribution of internet package aids, and different parental support in technology during learning from home. The findings of this research are significant for improving students' learning experience and access to technology during challenging times. COVID-19 is a recent phenomenon; it is new and massive situation to be researched in the case of how to overcome the problems. This research offers partial coverage that happened in Indonesia during online learning which might support further research on distant learning or even as consideration for better online learning implementation in the future.

ABSTRAK

Firdaus Amru, Achmad Nafal. (2023). *Inequality in Access to Technology and Its Effect on Students' EFL Learning during Learning from Home*. Thesis. English Language Education Department. Faculty of Tarbiyah and Teachers Training, UIN Sunan Ampel Surabaya. Advisor I: H. Mokhammad Syaifudin, M.Ed., Ph.D
Advisor II Rakhmawati, M.Pd

Penelitian ini bertujuan untuk mengeksplorasi fenomena Ketimpangan Akses Teknologi pada mahasiswa yang ditemuinya dalam penggunaan Teknologi Informasi dan Komunikasi (TIK) pada masa Belajar dari Rumah akibat COVID-19. Penelitian ini menggunakan pendekatan fenomenologi kualitatif sebagai metode penelitiannya. Studi ini melibatkan enam puluh mahasiswa, yang belajar di Fakultas Pendidikan dan Keguruan di UIN Sunan Ampel Surabaya, Indonesia. Pengumpulan data dilakukan dengan membagikan survei melalui Google Forms melalui grup WhatsApp, siswa mengisi kuesioner berdasarkan pengalaman mereka. Peneliti sengaja mewawancarai empat siswa dari masing-masing pihak untuk mengungkapkan pengalaman mereka selama belajar dari rumah dalam wawancara pribadi. Hasil penelitian mengungkapkan Ketimpangan Akses Teknologi dan Pengaruhnya Selama Belajar dari Rumah meliputi: masalah kompatibilitas perangkat, masalah konektivitas internet, distribusi bantuan paket internet yang tidak merata, dan perbedaan dukungan orang tua dalam teknologi selama belajar dari rumah. Temuan penelitian ini signifikan untuk meningkatkan pengalaman belajar siswa dan akses ke teknologi selama masa-masa sulit. COVID-19 adalah fenomena terkini; Ini adalah situasi baru dan masif untuk diteliti dalam hal bagaimana mengatasi masalah. Penelitian ini menawarkan cakupan parsial yang terjadi di Indonesia selama pembelajaran daring yang dapat mendukung penelitian lebih lanjut tentang pembelajaran jarak jauh atau bahkan sebagai pertimbangan untuk implementasi pembelajaran daring yang lebih baik di masa mendatang.

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CHAPTER I: INTRODUCTION

this chapter described the ideas of the research, consists of several points: research introduction provided on the background of the study, research question, objectives of the research, significance of the research, scope and limitations, and definition of key terms will be written in the following sections.

A. BACKGROUND OF THE STUDY

Many problems arise during learning from home in the case of Covid 19 impact. Students worldwide face difficulties related to technology, time management, and self-motivation. The same situation happened in the English Education department UIN Sunan Ampel Surabaya. The students experienced sudden changes that required them to transition from in-class learning to learning from home during covid 19 period of time. The learning process that continues takes online platforms as learning media. There are various options for conducting online learning; lecturers often create classes in Learning Management System (LMS) like SINAU, Edmodo, and Schoology. Besides, some classes utilize group chats to distribute learning materials. Each class chose preferred methods of online learning as they wished.

Online learning relates to utilizing the Internet, and electronic devices like mobile phones and laptops as learning media, either class community learning or personally directed learning. Therefore, to shift the learning process to online learning, Education Institutions should consider the aspects of owning technology in households. Based on the KOMINFO Survey of 2017 in the Gadget and Communication Technology Owning Census¹, owning electronic devices in Indonesia is above 60% of Individuals have smartphones. According to this fact, more than half of Indonesians own Smartphones in 2017. Considering the coverage based on educational stages, the researcher discovered that students in the elementary stage own smartphones, only 40%. While students in Highschool owning smartphones are almost 70% and University level students owning smartphones

¹ Indonesia Baik, '66,3% masyarakat Indonesia Memiliki Smartphone', indonesia baik.id, <http://indonesiabaik.id/infografis/663-masyarakat-indonesia-memiliki-smartphone-8>, (accessed 2 February 2021)

are above 93%². This result shows that several students with no smartphone face inequalities in accessing the learning program or even catching up on the lessons.

Besides considering gadget or device acquisition, Internet network coverage should be considered before starting massive online learning throughout the country. The staff of KOMINFO explains that Indonesia lacks 4G internet coverage in 12.548 villages or sub-districts, most of which are located in the 3T area (Farthest, Rural, Isolated). Across Indonesia's archipelago, only 49,33% of areas are covered with 4G internet; meanwhile, 44,35% are covered with 3G Internet, and 68,54% are covered with 2G internet. As many as 31,46% of areas in Indonesia are not covered by the Internet at all.³ This condition creates inequality in accessing the Internet for learning from home for some students under those circumstances. Students in areas covered by 4G internet will get better internet speed and have better chances than those living outside the 4G zone. Meanwhile, those who live outside the 4G zone will face difficulties or latency in online learning.

Other aspects being considered are the Learning Platform that the lecturer or the students choose. Students' progress in learning can be measured by utilizing a learning management system during online learning. Since the students are sent back home or have no in-class interaction, they need to access LMS (Learning management system), whether based on a university like Sinau as an integrated student's service for UINSA Students in the form of a web application which students can monitor their score and receive task or homework and learning materials from the lecturer. Students can also utilize external learning platforms like Schoology, Edmodo, and Google Classroom. Students will obtain learning sources, have class discussions, and work on assessments through a specific online platform chosen by the lecturer or by class decision. Learning Management Systems like Sinau or Schoology are platforms that provide spaces for delivering learning materials and instructions⁴. Accessing LMS requires a stable internet connection and proper devices. The difference in internet speed and access based on each region's internet coverage will affect learning experiences. Living in big cities with 4G coverage will benefit those who live in rural areas without 4G coverage in the context of better internet speed which delivers online

² IndonesiaBaik, '66,3% masyarakat Indonesia Memiliki Smartphone', indonesiabaik.id, <http://indonesiabaik.id/infografis/663-masyarakat-indonesia-memiliki-smartphone-8>, (accessed 2 February 2021)

³ KompasTekno, cakupan 4G di Indonesia Kurang dari Setengah Keseluruhan Wilayah, <https://tekno.kompas.com/read/2020/09/11/21395607/cakupan-4g-di-indonesia-kurang-dari-setengah-keseluruhan-wilayah?page=all> (accessed on 17 February 2021)

⁴ Ellis, Ryann K. (2009), Field Guide to Learning Management, ASTD Learning Circuits, archived from the original on 24 August 2014, retrieved 5 July 2012

material and instruction thru LMS faster and provides lower learning latency. This situation gives benefits to the student with certain conditions.

In comparison, the other students who live outside proper conditions or access the lesson at a lower internet speed will face difficulties. Students with lower internet access face unstable connections, fail to join a quiz or discussion and experience other learning interruptions caused by slow internet connection.

The researcher conducted preliminary research to explore the experience of the English Language Education Department of Tarbiyah Faculty, UIN Sunan Ampel Surabaya students during the learning from home period from April 2020 till Early 2022. The Preliminary research is purposefully given to the student experiencing learning from home. The researcher handed out questions to draw the situation faced by students, whether they experience the inequality themselves or have seen their friends experiencing it. In order to have a better understanding of the situation of inequalities on access to technology and the effect on students during learning from home. This research draws on the effect of inequality on accessing technology by considering some aspects such as Device Ownership, Internet Speed and Coverage, and Learning platforms that the Institution uses as learning media. The researcher handed out questionnaires about three aspects mentioned above to measure the impact on students' learning progress as individuals or even complex problems from combined problems.

Concerns on Inequality in Access to Technology during learning from home in Indonesia can be found on the research conducted in Bengkulu by Ria Annisa in 2021. She investigates the barriers in Learning during Covid-19 on Rural Students⁵. Students who lived in rural area tend to experience problems during online learning which create different situation than the students lived in urban areas. Network connection issue and difficulties in utilizing media are among the barrier experienced by rural students. This situation creates gaps between urban and rural students during online learning. This situation affects students learning experience which lowering their motivation and low rate of materials understanding.

Research conducted on US undergraduates who experienced remote learning during the COVID-19 pandemic shows that many students faced inequality. The undergraduate students face inequality on functioning devices and inconsistent internet

⁵ Annisa, r. (2022). Rural students' barriers in learning English during the covid-19 pandemic (a case study conducted by seventh semester of English education at IAIN Bengkulu) (doctoral dissertation, UIN Fatmawati Sukarno Bengkulu).

connectivity based on their background, living on the outskirts or being raised in lower-income families⁶. The inequality in functioning devices and internet connection consistency affects their remote learning proficiency, which is necessary for learning from home. Students facing difficulties in joining classes and contacting professors are examples of lower remote learning proficiency. The students who experience inequality face challenges during finishing online coursework prior to the difficulties of contacting professors or teaching assistants.

Previous research on UIN Ar-Raniry, Aceh undergraduates who experienced remote learning during the COVID-19 pandemic shows that there are difficulties during online learning in such a form of cause and effect based on their background⁷. Students experience difficulties because too accustomed in direct learning in class, therefore during learning from home they had issues on internet connection, disparity in knowledge on technology, and frequent disturbance during online learning from home. The situation not only happen in UIN Ar-Raniry, Aceh, but also there are several reports during online learning from students who faced difficulties in network connection, laggy devices, unequal distribution of internet package aids, and parental support in technology that happened in PBI department of UIN Sunan Ampel. Therefore, It is essential to investigate the situation of PBI UINSA EFL learners' experience during online learning regarding the device ownership and internet connectivity inequality that appears between them.

Another research conducted in US Households shows inequality in online learning adaptation during school closure. Households in the lower socioeconomic area have less traffic on accessing online material during remote learning compared to higher socioeconomic areas⁸. The country with higher income, better internet speed, and fewer rural settlements have double the traffic compared to areas with lower income, worse internet speed, and remotely spaced settlements. These indicate a gap in access to technology during online learning based on factors such as households' income, Internet speed, and area coverage during online learning. Inequality somehow affects the students, who must be investigated thoroughly in future research.

⁶ Katz, Vikki & Jordan, Amy & Ognyanova, Katherine. (2021). Digital inequality, faculty communication, and remote learning experiences during the COVID-19 pandemic: A survey of U.S. undergraduates. *PloS one*. 16. e0246641. 10.1371/journal.pone.0246641.

⁷ Safiranda, Azrifa. 2021. STUDENTS' BARRIERS IN ONLINE LEARNING DURING THE COVID-19 OUTBREAK (A Study at The Student of English Department of Uin Ar-Raniry)

⁸ Bacher-Hicks, Andrew & Goodman, Joshua & Mulhern, Christine. (2021). Inequality in household adaptation to schooling shocks: Covid-induced online learning engagement in real time. *Journal of Public Economics*. 193. 104345. 10.1016/j.jpubeco.2020.104345.

The third research to support the necessity of investigating the potential inequality in access to technology during learning from home mainly discusses a similar controlled situation—the research intended to prepare the Institution's readiness to conduct online learning and facilitate students. In *Online and Remote Learning in Higher Education Institutes: A necessity in light of COVID-19 Pandemic*⁹, A researcher conducted exploratory research which reveals that Higher institutions are progressing to integrate ICT to overcome the public closure during the covid-19 pandemic. The higher Institution planned to integrate ICT into the lessons immediately to overcome the vulnerability of traditional face-to-face education. This research suggests that an institution should prepare the students, staff, and lecturer readiness on technology to implement remote learning. Readiness on technology covering digital proficiency on utilizing digital platforms, internet providers who guarantee high connection stability during remote learning, and ensuring the students would not be left behind for technical reasons while learning from home.

The research of *Online and Remote Learning in Higher Education Institutes: A Necessity in light of COVID-19 pandemic*. Higher Education Studies set the benchmark on how online learning should be held during the lockdown. The universities have the responsibility to make sure of the preparation before implementing learning from home. UINSA, as the setting of the research subject, already provides several necessities for students as an aid to support the students during learning from home. The efforts of UINSA as an Institution, in general, reduce inequality during learning from home. Supporting and reducing inequality should be investigated further at the level of students. Students as the research subject provides a better understanding of the reality that happens during learning from home.

Further explanation on how students of the English Education department experience learning from home will be gathered in this research. The research uncovers the discrepancy during the learning from the home phase that students have experienced. As learning from home is a solution taken during an emergency and is not yet optimal to replace direct learning, the researcher is keen to analyze students' feedback on how they experience Learning from Home. According to Afip M. Bashar, Teacher Quality on how they apply the methodology and their competence in applying communication devices during learning from home, there are a few things to be considered. The other aspects are

⁹ Ali, Wahab. (2020). *Online and Remote Learning in Higher Education Institutes: A Necessity in light of COVID-19 Pandemic*. Higher Education Studies. 10. 16. 10.5539/hes.v10n3p16.

students' participation if obstacles are found, such as unstable internet networks and limited internet quota. This lack negatively influences how online learning is executed during long-distance learning. Therefore, there should be researched to determine the inequalities in access to technology that happen during learning from home on PBI UIN Sunan Ampel Students. It also needs to collect the student's perception on this situation to draw the effects of inequality in access to technology during learning from home.

Previous research mostly discussed about the problems related to technical aspect such as connection of the internet and the load of application. Researcher wanted to explore the aspect that related to owning and utilizing technology but taken from the social aspects like how parents support the learning by providing proper devices, proper internet quota or even assisting during learning from home. Besides, researcher also put attention on reports showing that there is inequality in internet package aids distribution which not all students receive it equally.

B. RESEARCH QUESTION

Based on the background of the study, researcher formulates these research question to answer the situation

1. What kind of Inequality in Access to Technology do students experience when they learn from home?
2. How do students see Inequality on access to technology on EFL learning during learning from home?
3. How does inequality access in technology affect the students when they learn from home?

C. OBJECTIVE OF THE RESEARCH

Based on the Research Question above, the research intends to explore as follows:

1. Determining the Potential Inequalities that occurs in the scope of Students EFLs learner during learning from home in PBI UINSA Department, and drawing its Frequency of occurrences to draw the category.
2. Collecting the student perception on inequalities that occur during learning from home.

3. Drawing the effects of inequality in access to technology on EFL learning during learning from home.

D. SIGNIFICANCE OF THE RESEARCH

The finding of the research will be beneficial for:

1. Students will be able to address their situation during learning from home and actively participate in developing better online learning. Students will participate in online class improvement for their unfortunate peers who experience inequality during learning from home.
2. Lecturer, will be able to draw students' needs and situation on the situation of Learning from home. So, they are able to formulate better and accessible media for learning regarding the difference in students based on their background.
3. Future research can be the reference in finding inequalities outside the scope of online learning during pandemics, therefore it will improve broader fields in education. By understanding the inequality that occurs during learning from home in PBI UINSA, future research is expected to analyze various samples and populations to fill the gap of information.

E. SCOPE AND LIMITATION

The scope of this research is discussing the experience of PBI UINSA Students who experience Learning from home during COVID-19 Pandemic. The researcher targets PBI UINSA students based on the Initial student's aspiration and researcher experience during learning from home period. The researcher has conducted preliminary research on PBI UINSA students to make sure the problems on Potential Inequality in Access to technology really matters during learning from home. The researcher took sampling on the participant, male and female that belongs as a member of PBI UINSA Students to collect the data. Researcher decided to limit the research under the area of English Education department in UIN Sunan Ampel Surabaya in order to collect the reality under one institution, hence broader research will reveal more finding, focused research will create in-depth understanding about the situation that happens during learning from home period.

The aspects of Inequality in Access to technology will be limited to the aspects on learning related technology, for example Phones, Laptop, and Tablet, or any devices used for catching up learning from education institutions (school and university) during Learning from home and factors like the speed of Internet Connection, Cellular Provider, Internet Package and Bonuses, and the choice of Learning media. This research also put attention on how students develop their learning remotely during covid-19 Pandemic.

F. DEFINITION OF KEY TERMS

To clarify the researcher's idea towards this research topic, the researcher provides the definition of key terms which are frequently mentioned in this study.

1. Inequalities

Inequality is an unjust situation for a group or individuals. Based on L. Osberg, imply to be clear about whose are being compared and which resources in comparing Inequalities on Subject – Resources comparison¹⁰. In the context of inequality on access to technology, researcher define the inequality as the number of situations that shows disparity between students related to their electronic devices to run online class or task, their parents support during learning from home, their condition on difference strength of network or internet during their learning from home, also their class option on utilizing media that reflects the class ability to run program or media for learning from home.

2. Learning from Home

The “Home” meaning in this research is not limited to student’s houses where they belong with their parents. The terms “Home” also includes those who stay at boarding house, student dormitory and other dwelling where students are laid back during covid 19 pandemic.

Learning from home may or may not utilize the internet as learning media. Learning from home can be in the form of a teacher delivering learning materials based on paper or only delivered in digital copy through group chat and so on. In

¹⁰ Osberg, L. (2001). Inequality. In P. B. Neil J. Smelser, *International Encyclopedia of the Social & Behavioral Sciences* (pp. 7371-7377). Oxford: Pergamon.

this research, researchers defined learning from home as an activity of learning utilizing any forms of media while situated at home, boarding house, or dormitory.

3. Access to Technology

The researcher defined access to technology as things that cover and can be measured by field checking and observation, including student and lecturer skills on utilizing technology. the terms of technology defined by the researchers in the form of electronic communication devices as their ability to perform and assist students while learning from home, as well as how it can be used by lecturers.

4. Learning Management System

a software application for the administration, documentation, tracking, reporting, automation and educational courses delivery, training programs, or learning and development programs¹¹. These are the Example of popular learning management systems used in various classes in PBI UINSA, Schoology, Edmodo, also UINSA owned integrated LMS in Siakad or Sinau. Learning Management System, in short LMS has been used before Learning from Home governed after covid19. In this research, LMS is defined as it is, learning media which serve as a platform for learning through the internet and covers any form of LMS such as Schoology, Edmodo, SINAU, etc.

5. English as Foreign Language (EFL) Students

Indonesia as a country doesn't govern the use of English as a secondary language. Proven by the constitution on the usage of Indonesia language as unite language for Indonesia¹². The Researcher identifies the research object as EFL learners according to the nature of students in PBI UINSA that use Indonesian language and several regional languages on a daily basis and at the same time learn English in the Class. Therefore, the definition of EFL Students meant for students who study English as foreign language since they practiced and used their national and regional language on a daily basis.

¹¹ Ellis, Ryann K. (2009), Field Guide to Learning Management, ASTD Learning Circuits, archived from the original on 24 August 2014, retrieved 5 July 2012

¹² UUD 1945(Bab XV, Pasal 36)

CHAPTER II: REVIEW OF RELATED LITERATURE

This chapter provides an overview of previous research on inequality in access to technology during learning from home. Researcher present a research framework that includes the main focus of the research described in this work.

A. THEORETICAL BACKGROUND

1. Inequality in Education

Inequality as a condition has been widely seen as a common issue in everyday life. Inequality comes in many forms, economic, social statuses, and welfare conditions. Based on Sin Yee Koh on International Encyclopedia of Human Geography 2nd Edition, Inequality refers to unrealized condition or situation that involve uneven towards member of society¹³. So, everything that occurs in society that shows uneven conditions can be seen as inequality. L. Osberg, on international Encyclopedia of the Social & Behavioral Sciences in 2001 imply to be clear about whose are being compared and which resources in comparing Inequalities on Subject – Resources comparison¹⁴. Inequality in Education has become a real problem that is faced by educators, students, parents and many stakeholders. Inequality in Education cited in¹⁵ *Economics Development Analysis Journal* by Bustomi and Muhammad Ja'far, Inequality in Education shown by the disparity on gender gap, Household expense on education, and Government funding. The research on Inequality on Education in Central Java within its cities shows that rural areas where lower income areas tend to spend their local budget on infrastructure development rather than education. Meanwhile those cities with higher income put their budget on education better than lower income areas. This resulted in disparity between regions within Central Java. The outcome of this inequality resulted in the loop of lower income generation, most of them trapped in heredity poverty.

¹³ Sin Yee Koh, International Encyclopedia of Human Geography (Second Edition), 2020

¹⁴ Osberg, L. (2001). Inequality. In P. B. Neil J. Smelser, *International Encyclopedia of the Social & Behavioral Sciences* (pp. 7371-7377). Oxford: Pergamon.

¹⁵ Bustomi, Muhammad Ja'far. (2012). Ketimpangan pendidikan antara kabupaten/kota dan implikasinya di Provinsi Jawa Tengah. *Economics Development Analysis Journal*, 1(2). [Google Scholar](#)

Researcher put Inequality in Education on Potential Inequality in Access to technology during learning from home as a situation which display uneven conditions between the students when they attend online learning. The inequality shows in many forms during online learning such as inequality in device owning, device owning in students showing differentiation on the specs, pricing, and ability. The gap on device owning ability will influence the experience in loading apps or websites during online learning. Another form of inequality is also related to the living area where the students reside. Students who come from remote or rural villages will struggle more on getting proper internet speed when they access online learning.

2. Technology Utilization for EFL Learning Media

EFL learning during learning from home are vital aspects to ensure the success of online learning. Students and educational institutes should prepare themselves before starting online learning. Some scholars focused on the influencing factors and strategies in promoting the efficiency and quality of online courses. For instance, Akcaoglu & Lee asserted that Facebook groups can create supplemental social spaces, indicating that students felt more positive about social presence and learning interactions with other classmates and their instructors, as well as perceiving the course as having more sociability after they joined the class in Facebook groups¹⁶. In the context of historically Black colleges and universities, Alston & Moore & Thomas suggested that educators must embrace the inherent potential of online teaching and learning while guarding against its tacit disempowering features¹⁷, and a need for a reliable and effective information technology department, more staff, additional computers, and software for faculty in order to improve online teaching¹⁸.

Besides implementation of social media and technology preparation. Both parties should check on learning software that is used in online learning. The use

¹⁶ Mete Akcaoglu & Eunbae Lee (2018) Using Facebook groups to support social presence in online learning, *Distance Education*, 39:3, 334-352, DOI: [10.1080/01587919.2018.1476842](https://doi.org/10.1080/01587919.2018.1476842)

¹⁷ Sharon Theresa Alston, Carl S. Moore & Morris Thomas (2017) Strategies for enhancing online teaching in social work education, *Journal of Human Behavior in the Social Environment*, 27:5, 412-423, DOI: [10.1080/10911359.2017.1311817](https://doi.org/10.1080/10911359.2017.1311817)

¹⁸ Jane Maidment (2005) Teaching Social Work Online: Dilemmas and Debates, *Social Work Education*, 24:2, 185-195, DOI: [10.1080/0261547052000333126](https://doi.org/10.1080/0261547052000333126)

of LMS would be beneficial for the students and institution to create classroom-like concepts. The LMS that commonly used during learning from home are Schoology, Edmodo, Sinau UINSA, Etc. The LMS may vary for each class therefore the institution has responsibility to choose the LMS based on needs and its ability.

3. Situation during Online learning

Online learning requires the instructor and learner to be online at the same designated time using technology that offers real time communication and instant feedback¹⁹. Therefore, the device capability of carrying real time communication should be concerned and time management should be prioritized to reach a proper environment in Online Learning. If there are differences or Inequality that occurs during Online learning it will create learning obstacles for students and teachers. Learning during covid19 pandemic can vary according to each Institution. The conditions in Indonesia can be different in each region or district if it's about technological advancement and their teaching methods. The situation of online learning during pandemics for UINSA students can be different as their background and location are not the same. Therefore, the process of learning during a pandemic generates a different experience for each student. Since students experience different situations during online learning, it will create different outcomes on learning, some students will experience badly while the others have optimum experience.

4. Factors Affecting Student learning

Joyner studied online graduate students' perceptions of best learning experiences, revealing that students desire a deeper level of learning that requires more instructional forethought and planning in light of constructivist theory²⁰. In order to understand students' perspectives on what suited the condition in Online Learning we should take a look at what kind of instruction and activity given

¹⁹ Jenna J.V. Charlton & James Law (2014) 'The Story in a Box': measuring the online communication behaviours of children identified as having emotional and behavioural difficulties using LENA and Noldus Observer, *Emotional and Behavioural Difficulties*, 19:1, 41-58, DOI: [10.1080/13632752.2013.854957](https://doi.org/10.1080/13632752.2013.854957)

²⁰ Peggy C. Holzweiss, Sheila A. Joyner, Matthew B. Fuller, Susan Henderson & Robert Young (2014) Online graduate students' perceptions of best learning experiences, *Distance Education*, 35:3, 311-323, DOI: [10.1080/01587919.2015.955262](https://doi.org/10.1080/01587919.2015.955262)

during Online learning. Students' learning situation is linked to students' motivation during learning. As defined by Meece, Pintrich, and Schunk describe motivation as Process of goal directed action is initiated and sustained²¹. This goal-directed action of students who learns thru distance learning should be maintained by giving certain guarantee on learning process such as ease of access, stable connection, and understandable materials. Another factor on students learning situation is how the parent support during learning from home. The Researcher found various situation which some parents think if their children was at home, it means that they have no responsibility to catch up materials during learning from home, so that parents tend to ask students to do house chores. Meanwhile some parents who understand the student situation was giving times for the students to study and join online class.

Besides understanding the students learning situation, to explore the Inequality that Affects students during their long-distance learning Institution should take a look on the Technological aspect which become the factor that affect student learning experiences. Students tends to have low motivation and self-esteem during online learning when they had not proper interaction with teachers²² during online classes. It is either related to network connection issue or device compatibility issue, the students were left behind. Students' socioeconomics background also takes parts in shaping the environment where students did online learning. Demands on having proper devices and internet data to launch learning apps became other things that created stress and pressure for those who came from lower socio-economic background²³. While dynamics of society different throughout Indonesia, it is important to measure the factors that affect students learning experience in the researched location to build the research basis.

²¹ Sakiz, G. An Interview with Dale Schunk. *Educ Psychol Rev* **20**, 485–491 (2008).

<https://doi.org/10.1007/s10648-008-9084-5>

²² Sulistyorini, *Islamic Management Education as Pivotal Tool to Reduce Inequality of Online Learning During the Covid-19 Pandemic in Indonesian Higher Education (2023)*, Al-Tanzim: Jurnal Manajemen Pendidikan Islam Vol. 07 No. 02 (2023): 364-377

²³ Maila D.H. Rahiem (2020). Technological Barriers and Challenges in the Use of ICT during the COVID-19 Emergency Remote Learning. *Universal Journal of Educational Research*, 8(11B), 6124 - 6133. DOI: 10.13189/ujer.2020.082248.

5. Learning from home.

Learning from home can be seen as a situation in which students experience learning at home. Learning from home has been done for many years in the form of *homework*, *groupwork*, *homeschooling*, etc. Currently, It is considered as the solution to overcome the banning of learning in class during covid-19 pandemic. As the technology rapidly developed, learning from home implemented online based platform like ZOOM, Google Classroom, Schoology, etc. On the other side, some students only used social media to deliver learning materials. Social media like WhatsApp and other messenger has been used to share files and task throughout the period. Between messenger app, learning management system, and virtual meeting have their own upside and downside. Learning from home also has it issues, it described as follows.

a. Issues on long distance learning

students' writing skills in English, insufficient and deferred feedback and the lack of cultural exchange are the major concerns regarding online learning²⁴. while in Speaking and Listening students should be situated in "online " Interaction without time-gap between learner and teachers according to Jack C. Richards in Teaching Listening and Speaking, From Theory to Practice²⁵. Long distance learning will utilize technology in which students may be able to use it. In other words, service or facilities are the key to shortening the distance during long distance learning. Even though technology provides service and facilities there's some issues regarding time gap, different learning atmosphere, and time limitation which students experience during long distance learning.

²⁴ Thompson, L. & Ku, H.Y. (2005). Chinese Graduate Students' Experiences and Attitudes toward Online Learning. *Educational Media International*, 42(1), 33-47. Retrieved January 27, 2022 from <https://www.learntechlib.org/p/97894/>

²⁵ <https://www.professorjackrichards.com/wp-content/uploads/teaching-listening-and-speaking-from-theory-to-practice.pdf>

b. Students learning dependency

Another important aspect that influences students learning is the student's dependency during learning. Students learning dependency can be vary on each student, some of them may needs assistance during learning to understand the process, but some of them can understand by themselves. Student learning dependency demand teacher to create understandable learning materials to be studied at home. Definitely there are students who has better understanding but in this case in order to create fair environment of learning, teacher should set the lowest level as benchmark on creating learning materials.

6. Inequality in Access to Technology

Access to Technology has been defined by the buying power on advance gadget and latest release software or devices to launch application for everyday use. While technology supposed to help human to do stuff, in recent years technology become symbol of personal status and achievement therefore, there are numbers of people who afford high end technology despite their needs, this trend also raises the more expensive products market. Indeed, there are gaps in device specs based on gadget pricing. Gadgets purchasing are related to family economic background. Learning from home using online learning creates inequality related to Technology to support learning. The disparity in online education has an effect on students' learning outcomes, which decrease, and increases parental spending to cover new needs for supporting educational activities. Because the expectations for technical education also result in learning disparities²⁶. This gap on technological aspect affecting the flow of the online learning which drag the lesson

²⁶ Sulistyorini, *Islamic Management Education as Pivotal Tool to Reduce Inequality of Online Learning During the Covid-19 Pandemic in Indonesian Higher Education (2023)*, Al-Tanzim: Jurnal Manajemen Pendidikan Islam Vol. 07 No. 02 (2023): 364-377

target from what expected. Therefore, institution should pay attention on this issue to make sure their learning from home delivered successfully.

B. PREVIOUS STUDIES

Covid-19 Pandemics affected the whole aspects in the world especially in the education system. Schools and Universities conducted learning from home as the forms of overcoming gathering restriction due to disease spreading. Pandemics itself happened for 2 years, therefore there are research that has been done to observe the situation and strategies around the globe that has been conducted for learning from home. Researcher have collected 8 relevant study to provide broader analysis around the world. This 8 research helps researcher formulating the research target according to the selected topic.

Researcher take a look on research discussing about the perspective and situation during learning from home. The first research is “E-Learning during Lockdown of Covid-19 Pandemic: A Global Perspective²⁷.” By R.Radha, K.Mahalakshmi, Dr. V.S Kumar, and Dr. AR. Saravanakumar. This research observes students’ attitude towards E-Learning during covid-19 pandemics. Researchers collected the data nationally and internationally through google form to get global a perspective. By using stratified sampling methods, researcher has analyzed 175 samples’ attitude towards E-Learning during lockdown of covid-19 pandemics. As A result of this research, students show interest in E-Learning resources during lockdown. This finding affected student’s performance during learning from home. Since the popularity of E-Learning increases all over the world especially during covid-19 pandemics it is necessary to prepare the tools and access, so that education becomes inclusive for those in need.

Researcher collecting perspective towards E-Learning from the research above to see how students from other countries views and perceive their learning after switching to E-Learning which accessed from their home. The research shows that student’s perspective on E-Learning in a positive way. Researcher see the students positive view towards E-Learning based on the supportive learning media and

²⁷ Sathishkumar, V. & .Radha, Dr & .Saravanakumar, Dr & Mahalakshmi, K.. (2020). E-Learning during Lockdown of Covid-19 Pandemic: A Global Perspective. *International Journal of Control and Automation*. 13. 1088-1099.

situation for the students. Therefore, it is important to make sure the proper learning media and learning situation when holding an online learning or learning from home. Researcher also deliberate another research on students' perspective towards online learning to have comparison on this topic.

Researcher review on “Online learning amid the COVID-19 pandemic: Students' perspectives²⁸” written by Muhammad Adnan and Kainat Anwar, this research study examines the attitudes of Pakistani higher education students towards compulsory digital and distance learning university courses amid Coronavirus (COVID-19). Undergraduate and postgraduate students were surveyed to find their perspectives about online education in Pakistan. The findings of the study highlighted that online learning cannot produce desired results in underdeveloped countries like Pakistan, where a vast majority of students are unable to access the internet due to technical as well as monetary issues. The lack of face-to-face interaction with the instructor, response time and absence of traditional classroom socialization were among some other issues highlighted by higher education students.

Researcher found the contrast finding on this research compares to the first research. This research shows the students perspective on learning from home negatively. Students often faced with difficulties doing online learning because the internet accessibility is low, also lack of budgeting to purchase internet connection. There are also non-technical problems like lacks on interaction and socialization become the obstacle for conducting learning from home. So, learning from home using online learning may have positive and negative views from students, therefore, researcher would like to identify how learning from home seen from the student's perspective in PBI UIN Sunan Ampel. In addition, for students' perspective towards online learning around the world, researcher also take a look in Indonesian researcher who observe the application of Online learning.

Researcher consider the research of “Students' perspective of classroom and distance learning during Covid19 pandemic in the Undergraduate dental study program at Universitas Indonesia²⁹” conducted by Lisa R. Amir, Ira Tanti, Diah

²⁸ Adnan, Muhammad & Anwar, Kainat. (2020). Online learning amid the COVID-19 pandemic: Students' perspectives. 10.33902/JPSP..

²⁹ Amir, Lisa & Tanti, Ira & Maharani, Diah & Wimardhani, Yuniardini & Julia, Vera & Sulijaya, Benso & Puspitawati, Ria. (2020). Student Perspective of Classroom and Distance Learning

Ayu Maharani, Yuniardini S.W, Vera Julia, Benso Sulijaya, and Ria Puspitawati evaluate the student's perspective on distance learning and classroom learning in the undergraduate dentistry program in universitas Indonesia. This evaluation involves 301 students across the semester level. This evaluation results in students' preference on distance learning being dominated by freshman and those who prefer classroom learning mostly seniors. 44,2% students prefer distance learning over classroom learning. Distance learning often sets students in a situation of less learning satisfaction. Moreover, distance learning creates external problems like unstable internet connection and financial burden on purchasing internet packages, while time management and difficulties to focus on virtual classes are some of the students' internal problems.

Based on the research evaluation on the student's perspective of on distance learning and classroom learning in the undergraduate dentistry program in universitas Indonesia, researcher deduce that there are problems on the internet connection and financial burden on purchasing internet packages, while time management and difficulties to focus on virtual classes. Current situation on learning from home that happened in our country shows lacks on preparation to conduct online learning. Researcher found that several problems that happened during learning from home also appear somewhere else.

The research of "COVID-Related Functional Difficulties and Concerns Among University Students³⁰" created during COVID-19 Pandemic: A Binational Perspective, Miriam Schiff, Larysa Zasienska, Ruth Pat-Horenczyk and Rami Benbenishty. This study analyzes the impact of covid19 pandemic on perception of the university students by comparing 2 groups of students in Israel and Ukraine, the findings mainly about students' concern of uncertainty of when the pandemic is over, as the factor that isolates them. These findings related to students feeling towards their relative health and learning process as the factor of Covid-Related Functional Difficulties and Concerns Among University Students During COVID-19 Pandemic. The first research on university students concerns during covid 19 pandemic shows difficulties on students feeling towards their wellbeing and

During COVID-19 Pandemic in the Undergraduate Dental Study Program Universitas Indonesia. 10.21203/rs.3.rs-42334/v2.

³⁰ Miriam Schiff, Ruth Pat-Horenczyk & Rami Benbenishty (2022) University students coping with COVID-19 challenges: Do they need help? Journal of American College Health, DOI: [10.1080/07448481.2022.2048838](https://doi.org/10.1080/07448481.2022.2048838)

uncertainty of the learning situation. Researcher will explore on how the difficulties and obstacle appear somewhere else.

In An Exploratory Study of the Obstacles for Achieving Quality in Distance Learning during the COVID-19 Pandemic³¹. Written by Lassoued Z, Alhendawi M, and Bashitialshaaer R conducting collaborative studies on exploring the obstacles to achieve quality in distance learning. Based on the sample of educator and students located in several Arabs country (Algerian, Egyptian, Iraqi, and Palestinian). This research explores students' efforts to do distance learning during covid-19 pandemics. This research applies an exploratory descriptive approach via questionnaire. 400 out of 600 questionnaires returned and its results indicate that educators and students face self-imposed obstacles, alongside pedagogical, technical, financial, and organizational obstacles. From this research we can learn about each obstacle and understand its outcome, to be prepared in the future during similar problems. Researcher also stack up another research on learning difficulties that happened during learning from home from Indonesia.

The case of “*Problematika Pembelajaran Jarak Jauh Pada Masa Pandemi Covid-19 (Studi kasus di SMPIT Nurul Fajri) / The Problems on Long Distance Learning during Covid-19 Pandemic (Case Study: SMPIT Nurul Fajri)*”³² by Afip Miftahul Basar, an Islamic education Teacher on SMPIT Nurul Fajrin. He began the research to identify problems that occur in long distance learning for students on grade 8 during covid-19 pandemics. During the learning process, there are a lot of problems faced by teachers and students such as 1) Lessons Delivery, 2) Interaction during Learning, 3) the Quality of learning media utilization, 4) Lessons Material Management, 5) suitable curriculum composition for online learning. This research found that students hardly catch the materials during online sessions, Internet networks frequently stutter during the lessons and it interrupts the lessons flow. Learning media that is prepared before online class is also not well executed since there are different gadgets being used on each student, some of them able to do quizzes but some others find it hard to load the application. On

³¹Lassoued, Z., Alhendawi, M., & Bashitialshaaer, R. (2020). An Exploratory Study of the Obstacles for Achieving Quality in Distance Learning during the COVID-19 Pandemic. *Education Sciences*, 10(9), 232. <https://doi.org/10.3390/educsci10090232>

³² Basar, A. M. . (2021). Problematika Pembelajaran Jarak Jauh Pada Masa Pandemi Covid-19 : (Studi Kasus di SMPIT Nurul Fajri – Cikarang Barat – Bekasi). *Edunesia: Jurnal Ilmiah Pendidikan*, 2(1), 208–218. <https://doi.org/10.51276/edu.v2i1.112>

this research we can see there are something more than obstacle or difficulties, researcher found that there is inequality that happened during learning from home. The form of inequalities are some students able to join quizzes while the other cannot get in to or cannot load the application, also problems with internet connection which occurs in rural area and different gadget that resulting in different performance on processing learning materials and some learning application.

In order to know how the Inequality in access to technology happened, researcher consider the research on “Inequality in Learning Opportunities during Covid-19³³.” This research showcases the evidence from Library Takeout, the researcher is Mads Meier Jæger, and Ea Hoppe Blaabæk (2020), in this study researcher aims to analyze the inequality that happens in learning environments by looking at library takeout in Denmark. Revealing that there is a difference between native family and an immigrant on accessing the book from the library, the research also reveals different levels of economy affect the behavior of accessing the library. Library takeout can be seen as people's level of literacy, in the case of pandemic and at home learning, sources provided outside the school including library. If in a community there are less visits or take outs from the library it means that the community needs to raise its sense of literacy and socialize the function of the library. Besides, the level of literacy is influenced by the family background. Family background will influence the way they see textual sources during lockdown. According to the research, the family that have lower education backgrounds and lower income tend to take out less in terms of book numbers and take out frequency.

On this research it is clear that disparity on economics and cultural backgrounds affects the initiatives and motivation to learns during learning from home period. The situation will give an upper hand towards those who has access and habits on library takeout, while the other party may seem responsible for their decision on not taking books to learn at home. It is clear to say that different habit and access will lead to different learning outcome. There is more aspect to consider

³³ Jaeger, Mads & Blaabæk, Ea. (2020). Inequality in Learning Opportunities during Covid-19: Evidence from Library Takeout. *Research in Social Stratification and Mobility*. 68. 100524. 10.1016/j.rssm.2020.100524.

on differences that resulting in inequality that happened during learning from home. Researcher also add another research to delve better on this issue.

Research on Digital Inequality, Faculty communication, and remote learning experiences during the COVID-19 Pandemics: A survey of U.S. undergraduates³⁴ researched by Katz, Jordan, and Ognyanova on how U.S. undergraduates face remote learning to finish their semester after march 2020. The studies examine whether and how students' prior and current experiences of unequal digital-defined as constrained access to the internet and internet-connecting devices were associated with their remote learning experiences. They use an anonymous online survey towards 2.913 undergraduate students between April-May 2020. The findings reveal students' challenges with internet connectivity and digital devices during remote learning. This situation resulted in difficulties to reach professors during coursework. Furthermore, students with financial hardship face higher difficulties in connectivity and digital device ownership. Besides, faculty communication challenges also influence students' experiences during remote learning. The researcher concluded that many students will continue to learn remotely until the pandemic recedes. Researchers stated the key factors associated with students' remote learning proficiency: consistent, high-speed internet connectivity and well-functioning devices to connect to it, and the ability to relate and communicate easily between lecturer and teaching assistants. This study identifies potential barriers to effective online learning, as well as possible improvement on students' experience. Such an inequality during learning from home also appear in US. Socioeconomic backgrounds define the fate of student's access towards learning and their lecturing communication.

In Indonesia, Inequality during learning from home also become issue for education. In "Online Learning on the Covid-19 Pandemic to create education access Inequality³⁵" by S.Subur on Journal of Social Studies Education Research, 2021. On this research S.Subur uses descriptive-qualitative-phenomenological research by collecting the data using field observation and collecting answer from open ending interviews. This research aims to analyze the inequality in education

³⁴ Katz, Vikki & Jordan, Amy & Ognyanova, Katherine. (2021). Digital inequality, faculty communication, and remote learning experiences during the COVID-19 pandemic: A survey of U.S. undergraduates. *PloS one*. 16. e0246641. 10.1371/journal.pone.0246641.

³⁵ Subur, S. (2021). Online Learning on the Covid-19 Pandemic to Create Educational Access Inequality. *Journal of Social Studies Education Research*, 12(4), 170-196.

and its cause and effects. Researcher found that during learning from home, students from underprivileged family faced many difficulties. The results are (1) students with low economics background tends to use WhatsApp messenger as a tool to receive learning materials in consideration of the easiest application. (2) Students' participation during learning from home also low because the must borrow the gadgets from their relatives or friend. (3) Students faced difficulties in accessing learning materials on the internet. (4) parents unable to support due to most of their times they are working. (5) Students' initiatives to join online learning are low and prefer to play games. (6) low students' motivation due to lack of classroom interaction between students and teacher. (7) students cannot afford to finish homework or task because it valued based on final product.

Researcher views on previous research as a benchmark on how researcher will conduct research in PBI UINSA. Researcher will explore in the range of students view towards learning from home, students learning dependency, students and teacher ability to utilize the online learning media, the challenges to create learning materials that suit the condition, how parents support students during learning from home. All these aspects will be compared and differentiate based on student's background and perspectives.



UIN SUNAN AMPEL
S U R A B A Y A

CHAPTER III: RESEARCH METHOD

This chapter provides an overview of the research methods applied in the study. Here researcher provides information about the participants, i.e., the criteria for inclusion in the study: Who are the participants and how are they sampled. The researcher describes the study design and the purpose of this study and the reasons for this option. Tools used for data collection are also described and the procedures that were followed to perform this study are included. The researcher also explains the methods used to analyze the data.

A. RESEARCH DESIGN

The objective of this research is to gather the student's stories of their experiences during learning from home to draw the occurrence of inequality in access to technology during learning from home and then exploring types of inequalities that occur in the scope of Access to Technology during learning from home on PBI UINSA's students who experience learning from home. Second, the researcher collects the student's perspectives towards the inequality in access to technology during their learning from home; the researcher takes a look at how students perceive the situation they have experienced on how inequality in access to technology occurs during their learning from home. Third, the researcher collects the outcome of the inequalities in access to technology that affects the students learning experience by including the question on its topic during the interview. Then the last objective is channeling the suggestions collected from students so that their future learning process improved by reducing the inequality between students while learning from home.

According to Creswell³⁶, a Research design is a procedure conducted by the researcher to collect and analyze the data. The research uses a Qualitative research design to answer the research questions. Qualitative research reveals perspectives on particular behavior and attitudes and not put assumptions about discovering only a single reality³⁷. This research uses qualitative steps like, first

³⁶ Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Pearson Education.

³⁷ Chapman, J. R. (2019). Outcomes of Renal Transplantation. In J. F. John Feehally, *Comprehensive Clinical Nephrology* (pp. 1247-1257). Elsevier.

defining the objective, second defining samples and variables, third collecting the data, fourth coding, editing, and cleaning the data, and fifth, analyzing data. The researcher describes and explains the potential inequality in access to technology during learning from home. The research purposively gathers the student's perspectives and experiences during online learning to determine whether inequality appears during learning from home, in what aspects it appears, and how it affects the learning process.

By defining the samples and variables, further can be gained from respondents' categories from the scope of each Technological aspect involved during learning from home. For example, researchers define samples based on these various categories, such as Internal factors on device owning related to its specification and how it deals with performance during learning. Also, external factors that define students' experience of learning from home like internet coverage, Internet connection speed, cellular operator, and Internet Package Aids from university.

The research data collection involves surveys and interviews, as mentioned above. The survey includes questions that categorize the students' experiences while learning from home. Also, the survey contains this type of question on device owning, Internet coverage, Internet connection speed, cellular operator, and Internet Package Aids from the university as the factor to categorize the students. In the Interview section, the researcher conducted based on the inequalities faced by the students and the factors mentioned above to see if there are relations between the factors and the inequalities experienced by students.

B. RESEARCH SUBJECTS AND SETTING

Researcher conducting the research by handing out online survey on google forms. The survey delivered through an online platform via WhatsApp group for classes in PBI UINSA. The research main target for the survey is PBI UINSA students from semester 4 to semester 8 who experience the shifting from learning in classroom to the remote learning during covid-19 pandemic. This research is limited to the student's response which only 60 (sixty) PBI UINSA Students who fill the survey that previously learn remotely during covid19

pandemics. The 60 (sixty) students are picked randomly to maintain its neutrality during the research. Since this research is a descriptive qualitative research, researcher focus on how the data obtained from the students. Researcher expecting 1 month or less to collect the data as deep as possible from 60 (sixty) respondents for the survey.

In 1 month, the researcher communicates thru virtual platforms or even face to face with respondents to fill the survey as natural as possible without researcher interference. The research conducted digitally through the Internet by utilizing Google form as a tool to collect data in the form of Questionnaires and Sampling Interviews. Researcher collected sixty responses from the survey in Google Forms and conducted interview on four students. Researcher purposefully appoint four students based on their answers which indicating whether they are benefited by technology or they have suffered inequalities.

C. DATA COLLECTION TECHNIQUES

The researcher uses two kinds of data collection techniques: Surveys and Sampling Interviews.

1. Survey

Survey is the technique that uses questionnaires for the instrument. Questionnaire is a technique of collecting data by delivering a questionnaire to the respondent and the participant will respond to the questionnaire. The aim of this survey is characterizing and grouping the students based on their situation during learning from home in order to draw the sample characteristic and background. The survey questionnaire created by formulating question asking about students' difficulties during learning from home, researcher derived the questionnaire from the research question as displayed in Appendix. Each of the question has been consulted with advisor to be presented in the survey questionnaire and interview question. After researcher conducted the survey.

Researcher analyze the answer from students answer from the survey so that it can be processed to the next step on sample Interviews to expose the inequalities. The survey given or handed out as an online google form, containing certain questions to answer the research question. Researcher creates thirteen (13)

questions related to students' experiences during online learning and discovering possible inequality that is faced by students.

The number of students that was given the survey are many, but only about 60 (sixty) students in total that return for the initial survey. This number of students counted as respondent to draw whether the potential inequality in access to technology arises during learning from home.

2. Sampling Interview

Researcher conducted Sampling interview by purposefully inviting 4 students which each two of them representing those who suffers inequality while other two representing students who had better situation. The interview intended to explore the answer verbally from the respondent. The interview response supports the findings for 2nd and 3rd research question. By gaining perspectives from the respondent, researcher can make sure the situation during learning from home from each side.

Interview are discussions, usually one by one between the interviewer and interviewee. The researcher did an interview session in order to know deep information on how students' feedback on transition from face-to-face learning to learning from home during covid19 pandemics. Besides, the researcher wanted to know what are the inequalities that occur during learning from home that may affect students' learning. Furthermore, the researcher uses an interview guideline based on the research aims.

The students who undergo interviews are picked from selected students based on their answers that indicate potential inequality in the survey steps. The interview conducted to follow up the student's condition during online learning. Interview gathers the students' answers on the real condition during online learning. Researcher also put attention on each aspect of inequality in access to technology based on the students answer. The interviewee has additional questions when the researcher found that the interviewee's answer is interesting and aligned to the research. The result of the interview presented in the paper to show deeper understanding on potential inequality on access to technology during learning from home. Researcher did not put any pressure on the interviewee to get fabricated results for significance of the research.

D. DATA COLLECTION INSTRUMENT

This study utilizes Instruments constructed and compiled by the researcher himself. After conceiving the research preparation, the researcher moves to the data collection techniques procedure. The data collection instrument gathers the data from the research target. The researcher set the data collection instrument as below:

1. Survey using online / web survey utilizing google forms

Researcher distributed the links of Google forms as an online web survey on this research via WhatsApp group in every batch of students. The survey intended to collect the students experience and perspective towards the inequality during learning from home. Researcher created several questions regarding students experience and perspective in Google forms. Researcher delivers the links of designated google forms to selected student based on their semester so that the data represents each generation.

2. In person interview

The in-person interview conducted as face-to-face in order to gather as much as possible on the research topic. Researcher selecting the interview participant based on the answer gathered in previous online web survey. The researcher then assesses the interesting experience and perspective and invited the respondent to have further interview.

E. DATA ANALYSIS TECHNIQUES

After getting the data, it is analyzed using six steps; analyzing the data collection according to research needs in the scope of technology aspects, service aspects and learning aspects regarding the situation during learning from home and interpreting the data, preparing and analyzing the data, exploring and coding the data based on each aspects and potential inequality, exploring and coding databases, describing findings in UINSA EFL learners in PBI and forming themes, representing and reporting findings, interpreting the meaning of the findings, and

validating the findings. This research processes text typing and questionnaires that have already been done by the participants during the study.

1. After researcher collecting the data from survey which conducted online on Google Forms. Researcher analyze the response based on word choice which indicating the appearance of Inequality during learning from home. Also, researcher collects the group of opinion on Inequality during learning from home automatically generated from the google forms.

2. After researcher have the analysis on students' opinion and experiences and have the interesting answer that have the possibility to be continued on an interview. Researcher conducted the interview section to gather deeper perspective on how student experience the inequality during online learning. The interview section itself invited from both side who have the advantage and disadvantage during learning from home.

3. The researcher codes the interview result to know the difference on students' experiences. It categorized in a group which get the advantage and disadvantages during the learning from home. Researcher compares the frequency and level of disparity from the Inequality that occurs during learning from home.

4. Researcher was conducting extensive surveys maximum 2 weeks from initial survey and interviews on 60 respondents to maintain their answer and prevent error finding.

5. The data from students interpreted and presented in descriptive form. Researcher includes all of the chart and analysis from the earliest step with the finding.

CHAPTER IV RESEARCH FINDING

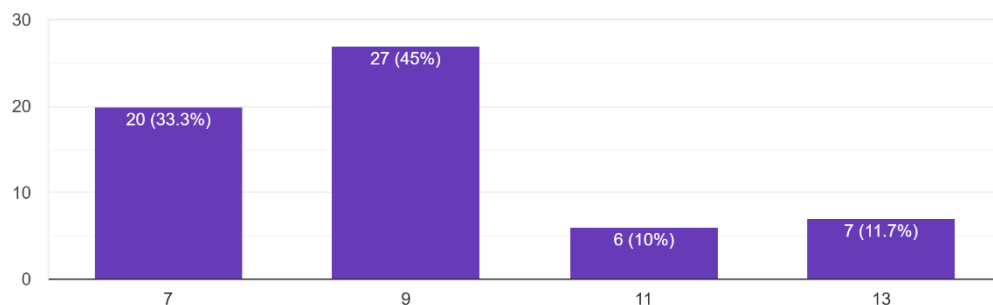
On this chapter, researcher will explain and elaborate the findings of the research based on the research question that formulated on the 1st chapter. These findings collected by using survey and interview towards students as respondents as a form of direct capture on phenomenon. This research focusing on the inequalities in access to technology that the students' experiences during learning from home. Researcher applied the Qualitative approach to describe the situation based on the events. Qualitative Approach intended to gain understanding and picture of reality of the phenomenon.

A. SURVEY FINDINGS

This Research was conducted in *Pendidikan Bahasa Inggris* Department, Tarbiyah Faculty, UIN Sunan Ampel Surabaya. These findings will answer all the research question that formulated on the 1st chapter. The research question on Potential Inequality in Access to Technology and Its Effect on students EFL Learner during Learning from home. This research was answered by 60 (sixty) students from various semester who experienced learning from home.

- 4.1, shows statistics on respondent semester

Please write your semester
60 responses



In total there are 60 (sixty) students who filled up the survey, 20 students from 7th Semester, 27 students from 9th semester, 6 students from 11th semester, and 7 students from

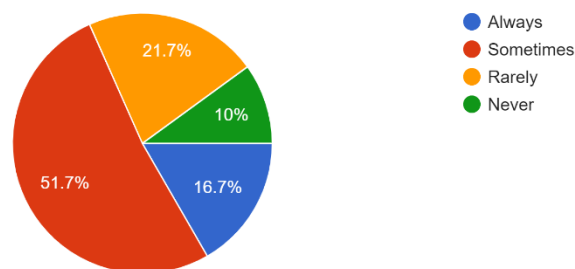
13th semester. Researcher collected students' response on the event of Learning from Home during covid-19 pandemic. The question items formulated based on these research questions.

1. What kind of Inequality in Access to Technology do students experience when they learn from home?
2. How do students see Inequality on access to technology on EFL learning during learning from home?
3. How does inequality access in technology affect the students when they learn from home?

The first finding to be presented are the Survey finding. These finding shows that most of the students experiencing learning difficulties during Learning from Home in the aspect of technology. On the other hands there are some students who has better experience during Learning from Home. The first section of the survey shows the generated percentage obtained from the google forms as the research instrument on this research.

- 4.2, shows students' percentage on facing inequality in access to technology during learning from home

Students of PBI UINSA experience Inequality in Access to Technology during learning from home during covid 19 pandemic?
60 responses



As shown on the displayed tables, half of the students sometimes experiencing inequality in access to technology during learning from home. The rest of the students, 16,7% always face inequality during learning from home because they didn't have the resources to fulfill their needs in order to join learning from home, on the other hand 10% of it or 6 students have never experienced the inequality because they have already settled on several aspects on technology during learning from home. Based on this finding,

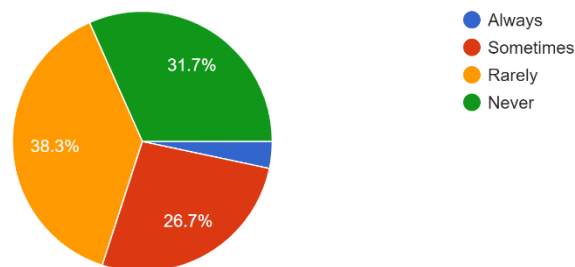
researcher deduce that inequality in access to technology appear during learning from home in PBI UINSA students during covid-19 pandemics. It shown by the graphic, parts of students experience difficulties whilst other students face inequality to attending classes and few of them not having any issue regarding the technological access.

1. What kind of Inequality in Access to Technology do students experience when they learn from home?

Researcher collects the result generated from google form shows that several aspects become the points of inequality appear during learning from home such as mentioned below.

- 4.3, shows percentage on student's whether they face difficulties in utilizing technology during learning from home

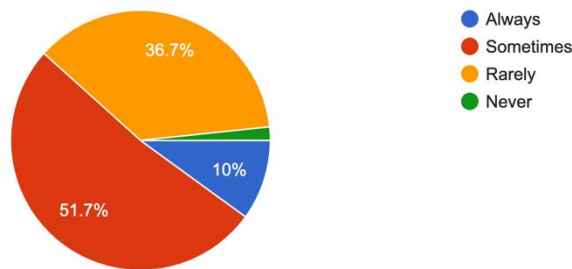
Students of PBI UINSA encounter difficulties on utilizing technology during learning from home?
60 responses



The aspects of student's ability to utilize technology during learning from home have shown dominantly on Never and Rarely parts, while 16 students sometimes face difficulties and 2 students always find it difficult to utilize the learning technology. The disparity between 18 on 42 shows that most of the students quite understand and majority of them able to do so. On the other hand, the number of 18 is almost one-third of the sample population faces difficulties, it is interesting to know what are the factors that made them feel this way.

- 4.4, shows on percentage on lecturer's whether they face difficulties in utilizing technology during learning from home

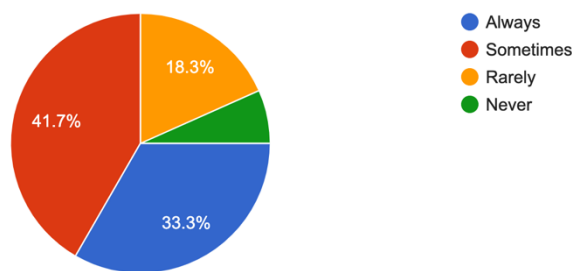
Lecturers of PBI UINSA encounter difficulties on utilizing technology during learning from home?
60 responses



The aspects of Lecturer difficulties in utilizing technology during learning from home happened and reported by students vary in its occurrence's. half of the respondent reported that sometimes lecturer difficult operating the technology during learning from home. The following one-third of the students reported that lecturer rarely difficult utilizing the technology, meanwhile 10% students reported that their lecturer always hard to utilize the learning technology.

- 4.5, shows the aspects of network connection issues during learning from home

Students of PBI UINSA experiencing Network connection Issues during learning from home
60 responses

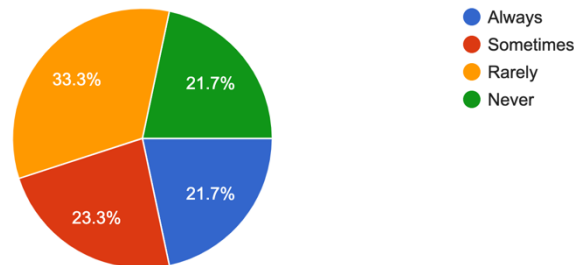


The aspects of network connection reported always faced by one-third of the respondent, 25 students reported that sometimes they experience network connection issue. There is only quarter of the sample that form "rarely" and "never" component in experiencing network connection issue, 11 students rarely experiencing network connection issue, and 4 students never experience it.

- 4.6, showing percentage on device compatibility aspect

Students of PBI UINSA experiencing Device compatibility issues during learning from home

60 responses

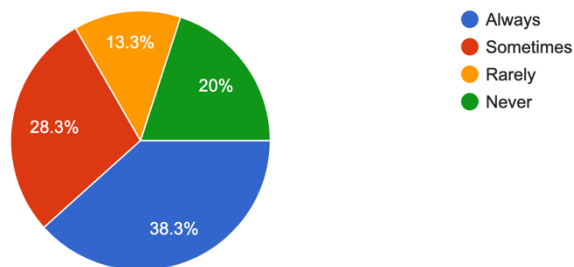


The aspects of device compatibility issue on students collected from the survey shown, 13 Students always had an issue on device compatibility, 14 students sometimes had this issue, 20 students rarely face the problem, while 13 students never face device compatibility issue.

- 4.7, showing percentage on Inequality on Internet Package Aids aspect

Students of PBI UINSA experiencing Inequality on Internet Package Aids distribution from university during learning from home

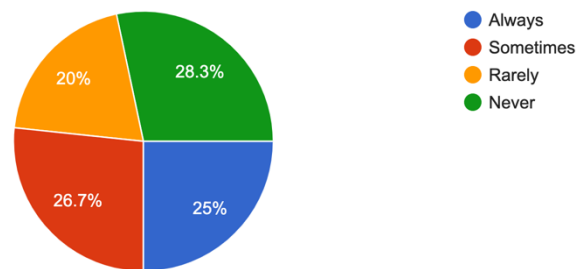
60 responses



The aspects of Inequality on Internet Package Aids issue on students collected from the survey shown, 23 Students always had the issue Internet Package Aids distribution, 17 students sometimes had this issue, 8 students rarely face the problem, while 12 students never face Inequality on Internet Package Aids aspect.

- 4.8, showing the percentage on parental support on access to technology aspect

Students of PBI UINSA experiencing issues on parents support on access to technology during learning from home
60 responses

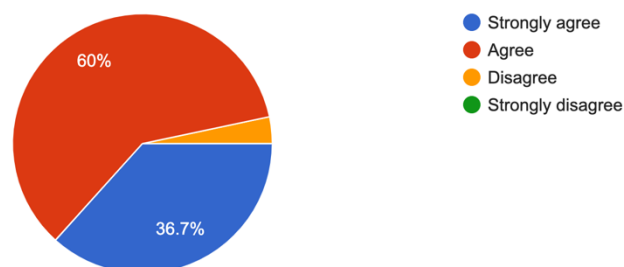


The aspects of parental support on access to technology on students collected from the survey shown, 15 Students always had the issue on parental support on access to technology, 16 students sometimes had this issue, 12 students rarely face the problem, while 17 students never face parental support issue on access to technology aspect.

2. How do students see Inequality on access to technology on EFL learning during learning from home?

- 4.9, showing the percentage on students view on inequality in access to technology on EFL Learning during learning from home

Students of PBI UINSA sees the inequality in access to technology affects their learning during learning from home
60 responses



The majority of students agree that inequality in access to technology affect their learning experience during learning from home. 60% of the students or 36 answers strongly agree on this topic, and 22 students agree with it, even though, there are 2 students who disagree with this statement.

The researcher conducted interview on several aspect related to potential inequality that experienced by the students during learning from home. Researcher interviewed four students based on their situation during learning from home to assess if they see inequality affect them as an advantages or disadvantages.

“Most of them already own good laptop or mobile phone, able to purchase internet package so they don't rely on internet package support, they have their specific rooms so most of them didn't interrupted by anyone during learning.” – Caesara 9th semester

“Some of them live in Surabaya and already receive the internet package aids so they can have better connection, some of them have better laptop to launch zoom meeting so they appear clearer on display” – Jose 9th semester

“Many of my friends go back to their hometown, there are many reasons like connection issue because they live remotely, or sometimes their devices are quite old and the other have low powered devices.” -Annisa 9th semester

“Most of my friends complain on how the lecturer frequently utilize heavy platform like zoom and use it like 2 hours, it drains their internet package and make their device get hot and so laggy” – Anita 9th semester

The statements from students mostly mentioning device owning as it affecting their capability to launch learning application, living location affecting their internet coverage and distribution of internet package aids, having designated room for learning and budget to purchase internet data become the factor that succeed their learning or become the factor of their difficulties during learning from home.

3. How does inequality access in technology affect the students when they learn from home?

The findings from the interview display that both side of students which badly affected by inequality and those who had better condition have similar opinion that the inequality affects them. One side from those who had better situation stated that:

“I think when doing learning from home ill have more time to wait or do nothing since my friends and lecturer managing their issue. I think I’m not stressed out the way my friends feel.” – Annisa – 9th semester

Based on her response we can see that in that situation she had more time by waiting her lecturer and friends fixing some problems, means that it gave her break time and less stress compared to her friends. Not only her statement that shows students who had better situation having less stress compared to those who suffered from the inequality.

“I can join the lesson without problems, it gives me advantages during quick quiz to get high and fast score, it helps me understand the lesson better because during lecturer presentation I can see the materials clearly and able to read it. This situation reduces my stress because I don’t need to think how to fix any problems.” – Anita – 9th Semester

Researcher concluded students who had better condition see the situation as an opportunity and advantages during test or quizzes. As anita’s answer on how she able to get faster and higher score during quiz, also she got better visuals during lesson so she able to read the materials which benefitting her compared to those who had technological issue. Since she didn’t need to fix any problems, her learning experience during learning from home is better compared to other students. After displaying the side who had better condition, now let’s take a look on the students’ perspectives that suffered from Inequality.

“I think if, the problem is only lag or crashes I still able to join the class, but sometimes it makes my quiz failed to load so I got bad result.” – Jose 9th semester

*“For me it gives me **unfair experience**, most of the time I waste my time to **reconnect to the server**, makes me **less competitive during quiz**, and even **reducing my grades since I can’t fully comprehend what lecturers said.**” – Caesara 9th semester*

From the response above we can see that students that suffered from inequality see the inequality as factors to their bad results in class. The situation makes them less competitive during quiz and even become their obstacle in understanding the materials. Both sides agreed that they see this situation affect their learning experience but in a different way. For those who prepared and had better situation become advantages, while those who suffered from inequality see this as disadvantages for their learning.

B. INTERVIEW FINDING

This Research was conducted in *Pendidikan Bahasa Inggris* Department, Tarbiyah Faculty, UIN Sunan Ampel Surabaya. These findings will support the survey that have conducted. This research was interviewed 4 students from 9th semester who experienced learning from home. The four students who was selected based on their answer towards the survey, 2 of them represent the students who have better experience during learning from home and 2 of them who suffer the inequality in access to technology. The student's selection was intentionally based on their fulfilment of five aspects that have been surveyed.

The interview result was come as expected. Two students representing those whom had unfortunate fate on this situation express the similar experience. Jose experiencing lag or even crashed on zoom application. Caesara experience complex inequalities, she had her zoom or google classroom encounter error and sound problems, forced close on online quiz. Because of these problems she unable to listen to the lecturer clearly during classes, and sometimes failed in quiz on the first attempt. Both of them had to tell their lecturer to report the issue, so that they were not counted abstain during classes. Caesara and Jose also tell the researcher that they also saw some of their friends having no problems during their learning from home. Those group of students who just mentioned enabled with better electronic devices, had better internet connection, and some of them have designated rooms to study. The outcome of those privilege made the students enjoy participating the class, had better experience since they received proper lecture without obstruction.

The finding also reveals the situation on the other side, the fortunate students who have better condition during learning from home. This research intended to highlight the disparity from the situation to give perspective on how inequality in access to technology during learning from home affects the students learning experience. Below are the reports of the student who had better situation.

The finding on fortunate students reveals that there are few students who had better experience during learning from home, the numbers are vary from 5 to 10 students per classes which less than 50% if the default class size were about 30-40 students. The situation on students who had better experience was considered the optimum learning situation. Students able to launch learning application accordingly and having few to no issue at all. The optimal learning situation helps students to understand the materials properly, give students the opportunity to compete during online quiz which giving them better competition toward those who had bad network or laggy electronic devices. This inequal situation really benefiting those who had upper hand during learning from home, while students who had worse condition suffer the inequality that affecting their learning experience and may affect their performance results during the period.

C. DISCUSSION

Based on the research finding conveyed by the researcher previously. Among 60 students who had already fill the questionnaire all of them are experiencing learning from home during covid-19 pandemics. Students enabling almost all methods to join online learning, such as utilizing Learning Management System, Utilizing the video conference application, and make use of the messenger apps to deliver the learning materials. Although most of the students agreed on inequality affecting their learning experience, the finding shows that students may have different view toward inequality in access to technology affects their learning experience. Therefore, on this discussion researcher exhibit the finding on how it answers the research question.

1. Answering the first research question on What kind of Inequality in Access to Technology do students experience when they learn from home?

The results show that EFL learners in the English language teaching department at UINSA have experienced inequality in access to technology when learning from home. Based on the data collected, the researcher divided the inequality into the following

categories: inequality in parental support for learning at home, inequality in network connection strength, inequality in obtaining internet package assistance. The finding is connected to the earlier research mentioned above. It is obvious that some components of this research are comparable to it, and fresh findings have been added to it.

The research on the Undergraduate dental study program at Universitas Indonesia³⁸ by Lisa R. Amir, Ira Tanti, Diah Ayu Maharani, Yuniardini S.W, Vera Julia, Benso Sulijaya, and Ria Puspitawati reveals that 44,2% of the students polled choose distant learning, despite the fact that it leads to lower learning satisfaction and issues like inconsistent internet connections and financial load on students from lower-income families. in line with the results of this investigation. Similar issues are present in the research population's circumstance as they are in the Universitas Indonesia undergraduate dental studies program. There are inequalities in access to technology when they are learning at home. Inequality can take many different forms, such as disparity in the possession of compatible technology that affects students' performance while learning from home, disparity in internet or network connections that are either brought on by the cost of internet data or the coverage based on a person's residential area, Unfairness in the availability of internet package aids, where some students got access while others did not. This situation related to socio economics background has been estimated in “Islamic Management Education as Pivotal Tool to Reduce Inequality of Online Learning During the Covid-19 Pandemic in Indonesian Higher Education” the demands on proper tools for online learning are not covered y the lower income family which resulting they suffer inequality during learning from home³⁹. Also, researchers have discovered that each student's unique environment at home has an impact on how well they succeed in an online course. Students acknowledged that not all students had the same supportive environment at home, and that parents who allowed them uninterrupted hours to participate in online classes will help them maintain their focus and actively participate in the class.

³⁸ Amir, Lisa & Tanti, Ira & Maharani, Diah & Wimardhani, Yuniardini & Julia, Vera & Sulijaya, Benso & Puspitawati, Ria. (2020). Student Perspective of Classroom and Distance Learning During COVID-19 Pandemic in the Undergraduate Dental Study Program Universitas Indonesia. 10.21203/rs.3.rs-42334/v2.

³⁹ Sulistyorini, *Islamic Management Education as Pivotal Tool to Reduce Inequality of Online Learning During the Covid-19 Pandemic in Indonesian Higher Education* (2023), Al-Tanzim: Jurnal Manajemen Pendidikan Islam Vol. 07 No. 02 (2023): 364-377

2. Answering the second research question on How do students see Inequality on access to technology on EFL learning during learning from home?

Most of the students agreed on inequality affecting their learning experience, the finding shows that students may have different view toward inequality in access to technology and how it affects their learning experience. Students who had better opportunity will use it as their advantage to learn conveniently, while students who had downside or facing inequal situation saw it as obstacle to learn well. Less satisfaction during learning on students who suffer inequality affect the whole learning progress. Since the learning success rate was calculated in class-basis, it is important to have high level of understanding on learning as a whole group of class, meaning that lecturer had to fill the gap on those who suffers inequality in access to technology during learning from home to ensure the learning target. Sometimes, lecturer had to choose one side between fulfilling students understanding or following the learning timeline. This situation causes dilemma on lecturer, The situation are lecturer and students forced to find the middle ground on learning materials delivery and distribution so that no one left behind, this condition resulting in simplification on learning media that only utilize the Messenger App to distribute learning materials. By simplification the learning media, it happened to be less attractive and monotonous.

This situation on how students perceive inequality in access to technology affects their learning happened also on case studies in SMPIT Nurul Fajri talking about the problems on distance learning by Afip M, Bashar⁴⁰, He discover that there are a lot of problems in lesson delivery, Interaction during learning, the Quality on learning media utilization, Lesson material management, and suitable curriculum composition for learning from home. Students who had difficulties on joining quiz and launching apps that were previously designated for online learning was upset with the situation. Those who feel left behind eventually demotivated in joining next session of online learning. The demotivated students become challenges for teacher who need to make sure students accept their rights during learning from home. As well as the situation in PBI students of UINSA, students who suffered inequality felt left behind the learning progress. Students saw the inequality as barrier for them to do online learning, and those barriers are really affecting their learning progress and experience.

⁴⁰ Basar, A. M. (2021). Problematika Pembelajaran Jarak Jauh Pada Masa Pandemi Covid-19: (Studi Kasus di SMPIT Nurul Fajri – Cikarang Barat – Bekasi). *Edunesia: Jurnal Ilmiah Pendidikan*, 2(1), 208–218. <https://doi.org/10.51276/edu.v2i1.112>

3. Answering the third research question on How does inequality access in technology affect the students when they learn from home?

Throughout the research, inequality in access to technology contribute in reducing students' opportunity and ability to participate properly during learning from home. The previous statement based on the research survey on the students of PBI, UINSA. Students reported that when they face the disparity in device specs, they experience lag which causes hindrance to the learning process⁴¹. Students also experience non-technical difficulties during learning from home such as lack of parental understanding during learning from home period. Students had to do house chores during their online classes because their parents think that they have nothing to do since they were sent back to home. Several students also reported that during their self-isolation at home, they often experiencing internet connection issue especially those who reside in rural area. The situation creates inequal situation for some students compares to those who live in the city with better internet coverage. Besides three previous conditions, in the way to overcome the issue on internet allocation which cost students budget during quarantine period, government distributed internet package aid by giving out free internet quota directly to student's number. But in reality, there are students who didn't got their rights on internet package aids which again cost them to pay more internet allocation to participate during online classes and quizzes.

All this inequality in access to technology affects students by reducing their opportunity and become the obstacle for students to achieve optimum learning experience. Student who facing the inequality in access to technology during learning from home was reduced their potential to catch up the lesson unlike their optimum situated friends. This shown by the finding on students that often left behind during online classes since they're not properly connected to the internet, or even having low end devices which difficult to launch new learning media⁴². The inequal situation will decrease the chance for students who previously active in class to keep their learning convenience during learning from home. In the bigger picture, learning from home with technology utilization may answer the issue on continuing learning process during pandemic. Still, it has several issue

⁴¹ Sarah, N. (2022). Social Exclusive of Education Inequality in the Covid-19 Pandemia by Education Digitalization Activities. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 14(2), 263-274. <https://doi.org/10.37680/qalamuna.v14i2.1959>

⁴² Sulistyorini, *Islamic Management Education as Pivotal Tool to Reduce Inequality of Online Learning During the Covid-19 Pandemic in Indonesian Higher Education (2023)*, Al-Tanzim: Jurnal Manajemen Pendidikan Islam Vol. 07 No. 02 (2023): 364-377

followings the use of technology like what happened during learning from home in PBI, UINSA students that has been researched.

The researcher added more aspects to be considered in the scope of inequality in access to technology, the role of parents in supporting students need and also creating supportive learning environment at home during learning from home is essential. Students may be supported with proper communication devices by their parents who understand the situation and have the budget to do so. Aside from explicit support on learning devices, parents' role also covers the learning atmospheres during learning from home, based on the findings some parents see the students at home in a holiday situation. The parents' perspective on students staying at home during pandemic often considered as free times, therefore students frequently asked to do house chores. This situation makes students unable to put full attention during online classes and often missed the video meeting. On the other hand, students who have supportive parents during the learning from home period tend to have better study session, either from their parents understanding and capacity to provide proper devices or even as simple as not interrupting their children while attending online classes. This disparity affects students learning experiences and might affect their learning performance, lecturers admit that some students during online classes not fully attending the classes because helping their parents at home.

This research finding expose the potential inequality in acces to technology during learning from home in PBI department, UINSA. The Parents Support during leaming from home become the new factors on how students conduct and experiences learning from home. Parental Support can be categorized as supporting by providing proper devices and providing proper learning situation⁴³. Some students privileged with complete support from parents on providing proper learning devices like phones or laptop and provided good learning situation by not being interrupted during their time having an online classroom and finishing their task. Some students only have one of the aspects, but the worst there are not a little number of students who unfortunate enough, there are students who need to struggle by borrowing phones or laptop or join their friend during online learning and not have a proper time to attend online classes because asked to do house chores.

⁴³ Maila D.H. Rahiem (2020). Technological Barriers and Challenges in the Use of ICT during the COVID-19 Emergency Remote Learning. *Universal Journal of Educational Research*, 8(11B), 6124 - 6133. DOI: 10.13189/ujer.2020.082248.

CHAPTER V CONCLUSIONS AND SUGGESTION

This chapter provides the research summary, the conclusion of final perspectives of the research topic that already conducted, and several research suggestions that expected to provide additional sense in delivering online learning, especially during emergency situation like covid-19 pandemics. Researcher optimistically see this topic in the near future will be consider as an input to develop equal learnings situation specifically in terms of technology utilization in learning English.

The Research on Potential Inequality in Access to Technology and its Effect on Students' EFL Learning during Learning from Home was conducted to explore the situation during Learning from Home events regarding covid-19 pandemics in English Education Department / *Pendidikan Bahasa Inggris* of UIN Sunan Ampel Surabaya. This research utilizes questionnaire and interview to collect the data to answer the research question. There are 60 (sixty) respondents that complete the survey, all of them filled the questionnaire delivered thru internet provided by Google Forms. The researcher makes use of the auto-generated data provided by google forms to calculate the answers. The data provided in the forms of pie charts with detailed percentages helped the researcher to interpret the findings faster than counted from the scratch. Followed up by the interview results to gather the further answer on how the inequality in access to technology affects the students learning experience during learning from home.

A. CONCLUSION

Based on the research that conducted on the potential inequality in access to technology and its effect on EFL Learners in English Education Department during learning from home, the researcher concluded:

1. The students of *Prodi Pendidikan Bahasa Inggris* / English Education Department of UIN Sunan Ampel have experienced difficulties during learning from home that created inequality situation in access to technology. The students have experienced the inequalities on learning. The data collection shows it detailed inequality in certain aspects like device compatibility, there are Internet / network connection issue, Students also faced Inequality on Internet package aids, and lastly most of

the students are not supported by their parents properly during the learning from home.

2. Even though there are disparity that shown from the students' experience, The students of *Prodi Pendidikan Bahasa Inggris / English Education Department of UIN Sunan Ampel* have the majority similar view towards whether the inequality in access to technology affects their learning experience during learning from home. Proven by the percentage most of the students (58/60) agreed on this statement.
3. The students of *Prodi Pendidikan Bahasa Inggris / English Education Department of UIN Sunan Ampel* agreed that there are factors to succeed the learning from home on technological aspects. Advance devices will help students to join the online classes or even compete in the quizzes, receiving internet package aids equally helps those in needs when there are many online meetings and thus means no one left unattended during online classes, also related to having right place and strategic location when they had online classes and assignment so that they had proper Internet speed and coverage.

B. SUGGESTION

1. For the Higher Education Authority or Government
Catastrophic events like Covid-19 Pandemics cannot be avoided if its already spread throughout the worlds, and of course it will disrupt the learning process with the banning of direct learning in a closed space like classroom. For The Higher Education Authority, Researcher suggest that technology utilization should have intensively induced to the learning curriculum before the events of emergency happening, therefore, all the elements from lecturers, administrator, students, and parents are well prepared when the have to perform distance learning utilizing the technology. Government is expected to utilize it powers on creating regulation supporting the education system so that the Aids related to Education system will precisely be executed.

2. For The lecturer

Teaching during pandemics challenge the lecturer to create learning formats that can be applied throughout many media, whether it using Learning Management System, Video Conference App, or even as simple as social media and Messenger App. Lecturer should have concern the students' backgrounds and dynamics when conducting classes, since there are numbers of students who admitted having such unfortunate condition and left out during the process. By providing various way on delivering materials, researcher believes that these numbers of students will have their opportunity to better understand the topic.

3. For Further Research

Learning from Home may not only be caused by world disease outbreak or catastrophe, Learning from Home already implemented by Homeschooling, long distance lecturing, or even as simple as take-home assignment. Exploring the best formula to create technology utilization for learning is unlimited, therefore, the researcher optimistic that further research will cover broader information regarding Implementation of Technology in Learning from Home as the bigger topic of this research focus. Potential inequality in many places have been discussed and displayed on this research, but there are many possibilities that may rise up in the future that might significant for the research development. At last, education and learning would never stop, and findings and innovation on conducting learning will create better situation for everyone.

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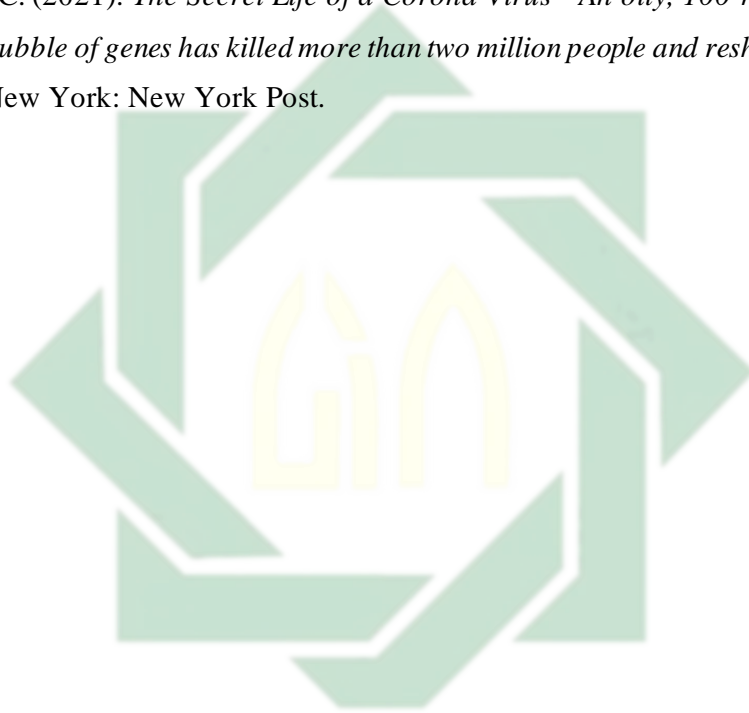
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