

CHAPTER I

INTRODUCTION

1.1. Background of the Study

International credit transfer program in the context of online learning is a dream for everyone and allows students to develop intercultural competence and global awareness, motivation, and contribution are two important things who want to study abroad. Although being an international student allows them to pursue a million dreams and hopes, they are also confronted with several difficulties such as mental health, learning motivation, language, and academic issues.

Universitas Muria Kudus is currently collaborating with Central Bicol State University of Agriculture (CBSUA) in the Philippines on a delivered online transfer credit program for one semester, The International credit transfer program is an international program that encourages and motivates students to broaden their knowledge by requiring them to study outside of their home country. In line with this policy initiated by the Minister of Education and Culture of Indonesia, Freedom to Learn – Independent Campus (MBKM) is expected to be an innovative learning tool to develop the capacity, creativity, and personality of students who are better prepared to face the digitalized world listed in (Permendikbud No. 3 of, 2020).

Since 2019 until now the global pandemic has forced the education system to change what was originally a face-to-face learning process to an online learning process. Reaper & Brown (2020) state that this pandemic crisis can have an impact on students' psychology, such as disciplinary issues, mental and physical health, motivation, and feelings of isolation during the online learning process. Three students of the English education department of Muria Kudus University participated in an international credit transfer program to study abroad. Therefore, Education at the university stage aims to educate students to think independently, so the study of their experiences is important, emotional experience is an aspect related to a person's academic performance (Glass & Westmont, 2014).

In the previous research that was conducted by Taloko & Putra (2020) in their research exploring emotional geographies experienced by an Indonesian

doctoral student pursuing her Ph.D. in New Zealand during the pandemic, the researcher focused on emotional experienced and how to face the emotional challenge as an international student showed that emotional intelligence is supported by 2 factors, namely internal factors referring to oneself and external factors referring to policies from the government, society, and universities.

In the previous research that was conducted by Barber & Sher (2022) in their research exploring student experience in online learning, the pandemic has impacted the students' lives in diverse ways that have led to negative emotional experiences such as fear, worry, anxiety, and exacerbated stress and the researcher suggests educators must cultivate a humanistic, caring, empathetic environment that enables students to build support strategies, and build resilience that supports them for successful learning and academics.

A study conducted by Susanto & Yulia Rahayu (2020) in their research exploring the emotional geography of international students in online Bahasa Indonesia learning during the pandemic showed that international students had positive feelings such as intimacy, safety, happiness, seriousness, and success. However, they also experienced negative emotions such as confusion, anxiety, and shock while learning Bahasa Indonesia online. This implies that to succeed in online Bahasa Indonesia learning, international students must have positive feelings and maintain them.

The researcher formulated the participants' experiences in the format of the Hargreaves emotional geography framework and narrative inquiry provides an opportunity to access the personal life of the participant (Benson, 2014). There have been few studies in the context of student experience but the study only examines the challenges and motivation factors faced by students. In the current study, the researchers study the students' experiences and factors that motivated them in learning English and also the emotional experiences of online learning during international credit transfer programs. This is important to find out the emotional experiences that are faced by students because they can be affected students' performance in learning Glass & Westmont (2014) asserted social and emotional experiences are aspects related to student academic performance.

By considering the explanation above, this research is conducted to explore the students' experiences of the participants' online learning during the international credit transfer program by using narrative inquiry as the method. The title of this research is *“A Narrative Inquiry on Students’ Experiences in Online Learning during International credit transfer program of English Education Department Universitas Muria Kudus”*.

1.2. Statement of the problem

Based on the background of the research above, the researcher determines the statement of the problem what are the emotional experiences faced by students while participating in online learning in the International credit transfer program?

1.3. The objective of the research

Based on the statement of the problem above, the researcher determines the objective of the problem to explore the emotional experiences faced by students while participating in online learning in the International credit transfer program.

1.4. Significance of the research

By conducting this research, the researcher expects that this research will be beneficial theoretically and practically as follows:

1. Theoretically

This research can be used as one reference for other researchers who conduct the same research related to experience in the International credit transfer program.

2. Practically

a. For the Lecturer,

Gratefully this research will give further knowledge about the emotional experience, so that, the lecturer can help college students to enhance their capability before going abroad to have an international credit transfer program.

b. For the Students,

Especially for those who will take part in the transfer credit program at the Central Bicol State University of Agriculture Philippines, this research can be used as an illustration of the program implemented there.

c. For the Readers

The researcher expects that this research will expand more knowledge about the emotional experience in online learning abroad by the student to the readers.

1.5. Scope of the research

The limitation of this research is on the emotional experience in online learning by three students of the English education department of Universitas Muria Kudus 2020 academic joining international credit transfer programs in the Central Bicol State University of Agriculture (CBSUA) in the Philippines in the 2020 academic year. In this research, the researcher identified the kind of emotional experiences of students during online learning in the international credit transfer program.

1.6. Operational definition

Based on the title of the research, there few terms that can be defined in the operational definition as follows:

1. Online learning experiences in the CBSUA Philippines is one of the programs from Universitas Muria Kudus that selected students to learn from the other university in this case Central Bicol State University of Agriculture Philippines.
2. A transfer credit program is an international program that encourages and motivates students to broaden their knowledge by requiring them to study outside of their home country.
3. A narrative inquiry approach is for researchers to describe individuals' lives, collect and tell stories about their lives and write narratives about their experiences.