

ONLINE LEARNING AMID THE COVID-19 PANDEMIC: LAMBUNG MANGKURAT UNIVERSITY STUDENTS' PERSPECTIVES

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Abstract

The Indonesian government is trying to break the chain of spread of the Covid-19 by making various policies. The government through the Ministry of Education and Culture of the Republic of Indonesia has made a policy on online learning to prevent the spread of the covid-19 outbreak in schools and universities. This research study examines the attitudes of Lambung Mangkurat University students towards compulsory digital and distance learning university courses amid corona virus (Covid-19). The students were surveyed to find their perspectives about online learning during pandemic covid-19. The findings of the study highlighted that online learning cannot produce desired results, where a vast majority of students are unable to access the internet due to technical. The results also show that students are still in the adjustment stage using LMS (SIMARI) during online learning because there are several obstacles faced by students, especially students who live in areas that have difficulty with internet signals.

Keywords:

Covid-19, Online Learning, Higher Education,

1.Introduction

The learning process is a system that involves a single component that is interrelated and interacts with each other to achieve an optimal expected result in accordance with predetermined goals (Pane & Dasopang, 2017). The World Health Organization (WHO) declared COVID-19 as a global public health emergency of international concern on 30th January 2020 as well as a pandemic on 11th March 2020 (Cucinotta & Vanelli, 2020). WHO has recommended temporarily suspending activities that have the potential to create crowds in an effort to prevent the spread of Covid-19. Educational institutions at the primary, secondary and higher education levels must respond quickly to the various problems arising from the Covid-19 pandemic. Covid-19 has had a serious impact on students, instructors, and educational organizations around the globe (Mailizar, Almanthari, Maulina, & Bruce, 2020). The pandemic caused schools, colleges and universities across the globe to shut down their campuses so that students could follow social distancing measures (Toquero, 2020). Educational institutions across the globe decided to use the already available technical resources to create online learning material for students of all academic fields (Kaur, 2020).

The government through a circular letter from the Directorate General of Higher Education, Ministry of Education and Culture of the Republic of Indonesia Number 1 of 2020 concerning the prevention of the spread of Corona Virus Disease (Covid-19) in universities, provides instructions to all universities in Indonesia to organize distance learning and recommends that students learn from home. Many universities quickly responded to these instructions, one of which was Lambung Mangkurat University which issued a circular on alertness and prevention of the spread of the Covid-19 infection in the Lambung Mangkurat University.

The Minister of Education and Culture of the Republic of Indonesia also issued Circular Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency of Coronavirus Disease (Covid-19), namely the learning process from home carried out with the following conditions:

- a. Learning from home through online / distance learning is implemented to provide meaningful learning experiences for students, without being burdened with demands to complete all curriculum achievements for grade promotion and graduation;
- b. Learning from home can be focused on life skills education, including regarding the Covid-19 pandemic;
- c. Activities and learning assignments from home can vary between students, according to their interests and conditions, including considering gaps in access / learning facilities at home;
- d. Evidence or the products of learning activities from home are given qualitative feedback from the useful fan from the teacher, without being required to give a quantitative score.

Since the last few years, online learning has become a demand in the world of education (He, Xu, & Kruck, 2014). Online learning is very much needed in the era of the industrial revolution 4.0. Universities during the Covid-19 Pandemic need to carry out strengthening of online learning (Darmalaksana, 2020). Online learning connects students with learning resources (databases, experts / instructors, libraries) that are physically separate or even far apart but can communicate, interact or collaborate (directly / synchronously and indirectly / asynchronously). Online learning is a form of distance learning that utilizes telecommunications and information technology, for example the internet, CD-ROOM (Molinda, 2005).

During the Covid-19 Pandemic, learning must be carried out by minimizing physical contact between students and other students, or between students and lecturers. One of the alternative forms of learning that can be implemented during the Covid-19 emergency is online learning. Moore, Dickson-Deane, & Galyen (2011) suggest that online learning is learning that uses internet networks with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions. Meanwhile, according to Kuntarto (2017), online learning is learning that is able to bring together students and lecturers to carry out learning interactions with the help of the internet.

The implementation of online learning requires the support of mobile devices, such as smartphones, tablets and laptops which can be used to access information anywhere and anytime (Gikas & Grant, 2013). The use of mobile technology has a major contribution to the world of education, including the achievement of distance learning goals (Korucu & Alkan, 2011). Digital technology allows students and lecturers to carry out learning in different places. Research conducted by Zhang et al., (2004) shows that the use of the internet and multimedia technology is able to change the way of conveying knowledge and can be an alternative to learning carried out in traditional classrooms.

Various media can be used to support the implementation of online learning, for example virtual classes using Google Classroom, Edmodo, and Schoology services. Jamaluddin, D., Ratnasih, T., Gunawan, H., & Paujiah, E. (2020) stated that online learning has its own strengths, challenges and obstacles. Online learning is implemented in various ways by educators. Many educators apply the online assignment method to students. Assignments are made through various available social media, especially whatsapp groups and google classrooms. In this situation, the learning method by way of assignments is an effective method in distance learning. In the conventional learning, there is a stage of delivering learning concepts, learning objectives, and developing them. These stages are considered not going well in online learning. Online learning includes five important things, namely: (1) the content presented has relevance to the specific learning objectives to be achieved; (2) using learning methods through examples and exercises to help learners learn; (3) using media such as pictures and words to present content and methods, and (4) developing and building new knowledge and skills according to individual and organizational improvement goals (Arizona et al., 2020).

2. Discussion

This research is a qualitative research which aims to obtain information about the perceptions of Lambung Mangkurat University students on the implementation of online learning which has been implemented as an effort to minimize the spread of Covid-19. The purpose of qualitative research is to understand individual views, explain processes, and explore in-depth information about the subject or limited research background (Putra, 2013: 44). The research was conducted using the google form, and distributed via WhatsApp. There were 100 students who responded. The collected data is analyzed using a qualitative analysis scheme (Sugiyono, 2011). To check the validity of the research data, triangulation was carried out, namely checking data from various sources to obtain data from different sources with the same technique on different respondents. Students who become respondents are students who carry out online learning for 9 months. During that time, students carried out learning through video conferences with Google Meet and Zoom-based application platforms.

Perception is the process of interpreting the stimulus received by the five senses into an understanding. Perception will move students to be able to organize and manage themselves in online learning. Students need to have skills regarding learning methods, thought processes, to motivate themselves to achieve learning goals. This ability is known as Self regulated learning (SRL), or self-regulated online learning (Zimmerman, 2002). In this study, students will map their interests and tendencies towards several things related to online learning. The questionnaire format given to students is provided with four scales, including: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). A questionnaire consisting of 12 statements was then compiled using a google form to be filled in by students during online learning. The collected data is then processed and interpreted as the perception of Lambung Mangkurat University students on online learning, which can be seen in table 1 below.

Table 1. *Students Attitudes Regarding Online Learning*

| Attitudes | (%) * |
|---|------------------------|
| <i>I feel qualified to use a computer / smartphone</i> | |
| Strongly Agree | 82% |
| Agree | 7% |
| Disagree | 10% |
| Strongly Disagree | 1% |
| <i>I have internet access at home</i> | |
| Strongly Agree | 64% |
| Agree | 20% |
| Disagree | 15% |
| Strongly Disagree | 1% |
| <i>I am comfortable communicating electronically</i> | |
| Strongly Agree | 73% |
| Agree | 11% |
| Disagree | 14% |
| Strongly Disagree | 2% |
| <i>Conventional learning is more motivating than online learning</i> | |
| Strongly Agree | 82% |
| Agree | 1% |

| | |
|-------------------|----|
| Disagree | 8% |
| Strongly Disagree | 9% |

I can use applications that are used by lecturers in online learning

| | |
|-------------------|-----|
| Strongly Agree | 60% |
| Agree | 37% |
| Disagree | 2% |
| Strongly Disagree | 1% |

There is no difference between online and conventional learning

| | |
|-------------------|-----|
| Strongly Agree | 1% |
| Agree | 3% |
| Disagree | 16% |
| Strongly Disagree | 80% |

Online learning can motivate students to learn

| | |
|-------------------|-----|
| Strongly Agree | 21% |
| Agree | 24% |
| Disagree | 25% |
| Strongly Disagree | 30% |

My parents help me to study

| | |
|-------------------|-----|
| Strongly Agree | 2% |
| Agree | 6% |
| Disagree | 62% |
| Strongly Disagree | 30% |

I study after finishing online lectures

| | |
|-------------------|-----|
| Strongly Agree | 23% |
| Agree | 16% |
| Disagree | 50% |
| Strongly Disagree | 10% |

Online learning allows students to get learning references from an unlimited number of sources

| | |
|-------------------|-----|
| Strongly Agree | 81% |
| Agree | 11% |
| Disagree | 3% |
| Strongly Disagree | 5% |

I don't have enough books to study

| | |
|-------------------|-----|
| Strongly Agree | 77% |
| Agree | 13% |
| Disagree | 6% |
| Strongly Disagree | 4% |

I do my homework easily in the LMS

| | |
|-------------------|-----|
| Strongly Agree | 90% |
| Agree | 5% |
| Disagree | 1% |
| Strongly Disagree | 4% |

Based on Table 1, 82% of 100 respondents think that they have excellent ICT skills for learning online, 7% of respondents think that they have sufficient ICT skills to learn online, 10% of respondents think that they do not have sufficient ICT skills to learn online, 1% of respondents think that they do not understand ICT to participate in online learning. 64% of respondents have good internet access for online learning, 20% of respondents have internet access that is good enough for online learning, 15% of respondents do not have internet access for online learning, 1% of respondents do not have internet access for online learning. 73% of respondents thought that online learning was very effective during the Covid 19 pandemic, 11% of respondents thought that online learning was quite effective during the Covid 19 pandemic, 14% of respondents thought that online learning was less effective during the Covid 19 pandemic, 2 % of respondents thought that online learning was not effective during the Covid 19 pandemic. 82% of respondents really understood the concept of online learning, 1% of respondents understood the concept of online learning sufficiently, 8% of respondents did not understand the concept of online learning, 9% of respondents did not understand online learning concepts. 60% of respondents are very adept at using applications used by lecturers in lectures, 37% of respondents can use applications used by lecturers in lectures, 2% of respondents are less able to use applications used by lecturers in lectures, 1% of respondents cannot use applications used by lecturers in lectures. 1% of respondents stated that there was no difference between online and conventional learning, 3% of respondents stated that there was no difference between online and conventional learning, 16% of respondents stated that there were differences in online and conventional learning, 80% of respondents stated that there were differences in learning online and conventional. 21% of respondents stated that online learning really motivates students to learn, 24% of respondents stated that online learning is sufficient to motivate students to learn, 25% of respondents stated that online learning does not motivate students to learn, 30% of respondents stated that online learning cannot motivate students to learn. 2% of respondents stated that their parents always supervised them during lectures, 6% of respondents stated that their parents often supervised them during lectures, 62% of respondents stated that their parents rarely supervised them during lectures, 30% of respondents stated that their parents never supervised them during lectures. 23% of respondents stated that they always study learning materials after completing online lectures, 16% of respondents stated that they often study learning materials after completing online lectures, 50% of respondents stated that they rarely study learning materials after completing online lectures, 10 % of respondents stated that they have never studied learning material after completing online lectures. 81% of respondents stated that online learning allows students to get learning references from many unlimited sources, 11% of respondents stated that online learning allows students to get learning references from many unlimited sources, 3% of respondents stated that students did not get references learning from many unlimited sources, 5% of respondents stated that students do not get learning references from many unlimited sources. 77% of respondents stated that they did not have sufficient study materials to study online, 13% of respondents stated that they did not have sufficient study materials to study online, 6% of respondents stated that they had sufficient study materials to study online, 4% of respondents stated that they had sufficient study material to study online. 90% of respondents stated that they did independent or group assignments digitally easily, 5% of respondents stated that they did independent or group assignments digitally easily, 1% of respondents stated that they had difficulty doing independent or group assignments digitally, 4% of respondents stated that they could not do independent or group assignments digitally. Majority of the surveyed higher education students have reservations about online/digital learning. Lack of access to internet facilities, lack of proper interaction and contact with students and instructors and ineffective technology were among the major challenges faced by higher education students of Lambung Mangkurat University. The sudden shift from traditional classrooms and face-to-face learning to online

learning has resulted in a completely different learning experience for students. Most students do not have access to high speed or reliable internet services and are thus struggling with online learning. The results showed that online learning did not receive a positive response in the process. Students have difficulty adapting to online learning because they have never carried out online learning at the previous education level (Maulipaksi, 2020). Several studies related to learners' perceptions of offline and online learning show that students prefer learning offline (Anhusadar, 2020; Tratnik, Urh, & Jereb, 2019). However, several other studies have shown that online learning is more meaningful. Based on Table 1, it can be seen that students lack learning materials, this also shows that lecturers have not provided sufficient facilities in the form of materials for students to understand the concept of learning. One of the less discussed areas of online education is the need of motivation for online learning. In traditional classes, students usually actively participate in academic activities due to their face-to-face engagement with instructor and class fellows. 82% of students reported that learning in the conventional classroom was more motivating than distance learning. As indicated by the majority of the students, they can manage their study time effectively online and can easily complete assignments in time but complete courses cannot be completed online.

3. Conclusion

Lambung Mangkurat University is one of the state universities in South Kalimantan that implements an online learning during pandemic covid-19. The learning process is carried out online by utilizing various platforms, including Whatsapp, Google Classroom, Zoom, and so on. According to (Darmawan, 2011), online learning can facilitate learning activities and other communication activities. In online learning, lecturers and students have their respective roles. Lecturers play a role as facilitators, while students have a role as knowledge constructors in online learning. Online learning has advantages and disadvantages, as for the advantages of online learning, namely: learning can be done anywhere and anytime, can reach an unlimited distance, material can be stored online, there is interaction between students and lecturers (Darmawan, 2011; Kuntarto, 2017; Maudiarti, 2018; Waryanto, 2006; Wicaksono & Rachmadyanti, 2017). Online learning patterns using various platforms are carried out by utilizing technology in the learning process (Windhiyana, 2020; Zhang et al., 2004). While the shortcomings or weaknesses of online learning according to (Waryanto, 2006), namely the implementation of online learning requires adequate infrastructure, including internet networks, laptops, computers, cellphones, and applications such as google classrooms, schology, zoom, meet, whatsapp. All of these applications must be connected to the electricity network and the internet. There is a lack of online learning that makes the writer to find out students' perceptions of online learning at FKIP, Lambung Mangkurat University, as one of the results of government policies during the Covid-19 pandemic.

Covid-19 impacted the conventional learning method of academic institutions across the world. The administrations of schools, colleges and universities opted for online lectures/classes as an alternative way to resume education. Although online learning is proving helpful in safeguarding students' and faculty's health amid Covid-19 pandemic, however, it is not as effective as conventional learning. Online learning cannot produce desired results where a vast majority of students are unable to access the internet due to technical. As per this study, 64% of students had proper internet facility and 82% students felt that they were well qualified to use a computer/laptop for online classes. Students reported a few difficulties like lack of interaction with the instructor, response time and absence of traditional classroom socialization. The lack of on-campus socialization has caused difficulties for students to do group projects in distance learning mode. The result of this study also indicated that educational organizations need to improve their curriculum and design appropriate content for online lectures. As per the instructions of WHO, we now have to adjust our daily activities with Covid-19 for some time at least, which means that educational institutions have to design appropriate and effective content, arrange an effective delivery system and provide digital literacy training to their current faculty so better learning outcomes can be achieved. Online learning with technological sophistication cannot replace the role of teachers / lecturers as educators.

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BIOGRAPHY



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BIOGRAPHY



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