

The Effectiveness of Online Learning in Pandemic Times to Face the Covid-19 Pandemic

Suprianto¹, Sulaeman², Juliati³, Aisyah⁴

¹ASTKIP HERMON TIMIKA

²Institut Agama Islam Negeri Bone

^{3,4} Putra Abadi Langkat

anjijhi@gmail.com, sulaemanalijentak@gmail.com, juliajuliati34@gmail.com, aiaisyah143@gmail.com

Abstract

The corona virus has made all the routines of the world of education ineffective. As is the case with this research, the goal is to find out the effectiveness of online learning during the pandemic to deal with the covid-19 pandemic among students. The method in this study uses a descriptive method with a qualitative approach to analyze a phenomenon to be studied through the support of a literature study so as to strengthen the results of the research obtained in making conclusions this is caused by boredom and boredom repeatedly so that it reaches a saturation point. In addition, the material that students are able to absorb is less than half, coupled with the ability of lecturers and. The results of this study are continuous online learning for students is very ineffective, students in using the internet which is still low. Thus, online learning is considered quite effective when it is only done from time to time, not continuously for 1 semester. Each semester there are approximately 10 courses that are taught with a total of 15 meetings so that in total a student has to face his computer screen more or less. In the future, online learning should only be carried out under certain conditions that do not allow face-to-face meetings, such as a natural disaster and coupled with an increase in the professionalism of the teaching staff in the use of various online applications so that learning does not become boring and boring. Thus, online learning is considered quite effective when it is only done from time to time, not continuously for 1 semester. Each semester there are approximately 10 courses that are taught with a total of 15 meetings so that in total a student has to face his computer screen more or less. In the future, online learning should only be carried out under certain conditions that do not allow face-to-face meetings, such as a natural disaster and coupled with an increase in the professionalism of the teaching staff in the use of various online applications so that learning does not become boring and boring.

Keywords

Effectiveness; Learning;
Online; Covid-19



I. Introduction

The COVID-19 pandemic has an impact on almost all sectors of life such as the economy, health, social, and education. The United Nations Educational, Scientific and Cultural Organization (UNESCO) stated that the spread of COVID-19 has an impact on the education sector around the world and threatens the educational rights of students in the

future. The education sector in Indonesia has not been spared from COVID-19 and has also felt the impact of the spread of the virus (Dewi, 2020). Around 60 million school-age children in Indonesia from 1.5 billion children in 188 countries around the world have been affected by COVID-19 (Putria et al., 2020). The impact most felt by students is the change in service delivery in educational institutions, such as formal schools at all levels, non-formal schools, to universities.

The Covid-19 pandemic that has hit almost all countries in the world -- including Indonesia -- has become a topic that dominates public discussion. This is due to the massive coverage in various media, both print, electronic, and online. In a short time, his name was able to distract the public's attention. The reason is, Covid-19 is an infectious disease that can spread, either directly when interacting with people carrying the Corona virus (droplets, contaminated surfaces, human waste) or indirectly (air). This disease attacks--especially the--respiratory system (lungs) and has not found a cure. One way to break the chain of spread of Covid-19 is to comply with health protocols, such as: diligently washing hands with soap and running water, wearing masks or face shields, maintaining social distance,

Dynamic is the nature of the times, which means that it continues to move towards a more perfect civilization. One indicator of changing times is the use of information technology. The development of information technology has a major influence on changes in every area of life (Handarini & Wulandari, 2020). Various fields of life undergo a metamorphosis towards absolute renewal, for example education. Education is like a place to form intelligent citizens who are able to solve all life problems. Education is a product that is produced to achieve national goals (TH Nurgiansah, 2019).

But over time, at the end of 2019 originating from Wuhan, China, a virus called corona or Covid-19 emerged which eventually spread throughout the world uncontrollably which made it difficult for all countries, both developed and developing countries, including Indonesia, which in the end Covid 19 was designated as a pandemic outbreak by the World Health Organization (WHO) on March 12, 2020 (Novia Nur Kharisma et al, 2020). Covid-19 is a new type of disease that has never been previously identified in humans (Ni Komang Suni Astini, 2020). This virus is different from previous viruses that also originated in China, such as bird flu or swine flu, which transmission involves animals.

In accordance with the curriculum reference, the courses consist of various types, namely theoretical courses, practical courses, theory and practicum courses, and practical field work courses (Dikti, 2014; Rusdiana & Nasihudin, 2018). Recent meta-analyses on online learning (Bernard, et al., 2014; Means et al., 2013; Oftedal et al., 2015; Vo et al., 2017; Winarno, 2017) found that online learning is more effective than meeting face to face. Effectiveness in general shows to what extent the learning objectives that have been determined have been achieved (Müller et al., 2018). Effectiveness is a measure that states how far the target (quantity, quality and time) has been achieved, or the greater the percentage of the target achieved, the higher the effectiveness (Watkins et al., 2007; Rohmawati, 2015).

The popular terms of the policy are school from home for students and work from home for teachers. Online learning was chosen as one way to reduce the potential for the spread of Corona. Online learning that is meant in this research is learning that uses media connected to the internet. This learning media is an intermediary for the delivery of learning from educators to students.

A good learning media is a media that allows the maximum delivery of the aims and objectives of the learning material. According to Wina Sanjaya, the selection of learning

media can be based on several principles, namely (1) the goals to be achieved, both cognitive, affective and psychomotor; (2) the existence of a clear concept to support the effectiveness and efficiency of the learning process; (3) the characteristics of students; (4) according to the learning style of students and the ability of educators; (5) environmental conditions.

Educators who carry out online learning by utilizing information and communication technology aim to facilitate interaction between teachers and students. Ease of access is expected to maintain the quality of education during the pandemic. The use of online media or learning platforms is considered to be a solution so that students can continue to follow the teaching and learning process at any level, whether PAUD, elementary school, junior high school, high school, and university. However, in its implementation, there are many obstacles related to the effectiveness of the teaching-learning process.

Even though the use of online media or multimedia-based media is one solution to make students able to understand the subject matter well so that the material presented can be absorbed perfectly (Mustakim, 2020). So that during this pandemic the teaching and learning process must be carried out in a network (Satrio et al., 2020).

Taking into account the current situation and seeing the condition of the world that is being hit by the COVID-19 outbreak, Indonesian education requires online learning to continue the learning process while still prioritizing health. So, there is a need for media that is expected to be able to convey learning properly and appropriately. Wina Sanjaya (Hidayah et al., 2020) states that the selection of learning media considers several aspects such as the goals to be achieved, the characteristics of students, environmental conditions, clear concepts and in accordance with the learning styles of students. Laili & Nasir (2021) stated that online learning media that are easily accessible and can support learning have an effect on the results of the teaching and learning process. So that, The use of the right media is very much needed to be able to provide maximum access to learning for students during the COVID-19 emergency. Because of that, the researcher wanted to know the type of online media that was most widely used by students at the secondary to tertiary level.

The learning process that requires a reciprocal relationship between educators and students in the classroom is facilitated by online media, including youtube, whatsapp, google classroom, zoom, meet, quizzes, edmodo, e-learning and schoology. Submission of material through virtual classes tends to affect the development and activity of students during the learning process. Based on initial observations, students only receive materials and assignments without any assistance from educators which should also be done even though it is online. Therefore, online learning practices need to be evaluated so that there are improvements for the implementation of an effective learning process. This study seeks to determine the effectiveness of the implementation of online learning in rural areas, namely in Bagu Hamlet, Pinggerate Village.

II. Research Method

The method in this study uses a descriptive method with a qualitative approach to analyze a phenomenon to be studied through the support of a literature study so as to strengthen the results of the research obtained in making conclusions. The statistical description and description of the data were based on the students' answers to the questionnaires. The steps in implementing the descriptive method according to Salim & Haidir (2019) are as follows, problem formulation, determining the type of information needed, determining data collection procedures, determining information in data management procedures, and drawing research conclusions. The object of this research is

online learning activities during the COVID-19 pandemic. Sources of primary data obtained by respondents as many as 21 students.

To obtain optimal data, the researchers distributed questionnaires via a google form link filled out by university students in the NTB area. The questionnaire consists of 5 statements with 3 closed and open statements. The analytical technique used in this study uses a qualitative analysis model by Miles and Huberman (Sugiyono, 2015) by emphasizing the effectiveness of online learning according to students during the COVID-19 pandemic from data collection, data reduction, data presentation and drawing conclusions.

III. Results and Discussion

In this study, to find out how much effective online learning is, for students, the researcher asks some very relevant questions to be filled honestly by respondents who voluntarily want to fill out the questionnaire that the researcher has prepared.

The questions that have been prepared by the researchers are as follows:

1. What is your response as a student about online learning during the Covid-19 Pandemic?

This question was asked to see the level of student satisfaction during online learning or online learning, which had been carried out for one year and carried out online. If explained in detail, in 1 semester students take 10 courses with a total of 24 credits and each course requires 15 meetings, which means that each student at least does 300 times online learning for 2 semesters. Student satisfaction in online learning needs to be measured so that in the future it can be evaluated whether the implementation of online lectures is effective or makes students less satisfied in undergoing lectures. Then the level of student satisfaction also certainly affects the quality of learning itself.

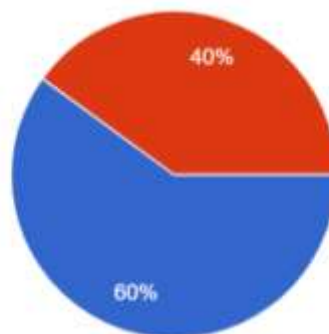


Figure 1. Results of Student Satisfaction with Online Learning

Based on Figure 1 about Student Satisfaction Results in Online Learning, 60% of students feel very dissatisfied with online learning and only 40% say they are very satisfied. It can be concluded that online learning is not liked by most students. The reasons for this will be explained in the third question.

2. How is the acceptance of the material delivered by the lecturer through online learning?

This question was asked to find out to what extent the material presented by the lecturer was well received by students. This question will be able to answer the success rate of online learning carried out during the Covid-19 pandemic. The following are the results of a survey on the material presented by lecturers to students:

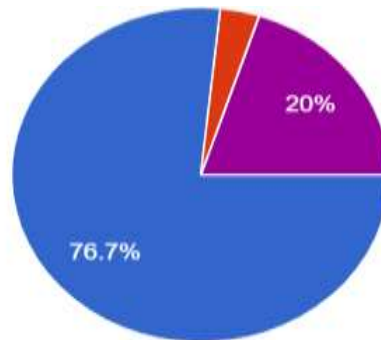


Figure 2. Results of Student Satisfaction with Online Learning

Based on Figure 2 about the results of student satisfaction in online learning, it said that as many as 76.7% of students were very dissatisfied with online learning and only 20% said they were very satisfied. It can be concluded that online learning is not liked by most students. This proves that during online learning, the material presented by the lecturer cannot be fully absorbed by the students. This can happen because the material is delivered continuously or there are some sub-materials that are not delivered. This is natural because generally each course consists of 15 face-to-face meetings. With online learning,

3. What are the disadvantages of online learning?

This question aims to find out what factors are the causes of the ineffectiveness of online learning. Some of these factors include internet quota, boredom, network stability, and others. This question will be able to answer the most dominant inhibiting factors in online learning. The following are the results of a survey about deficiencies in online learning, namely deficiencies in online learning, showing that 39% of respondents feel bored / bored, 29% of respondents complain of wasting internet quota, 20% of respondents answered there is no signal, 11% of respondents answered technology stuttering in the sense of not understanding use a variety of online applications, and 1% of respondents answered others such as not having a cellphone, busy at work, sick, etc.

From the findings in the field, researchers found problems in online learning during the Covid-19 pandemic. First, the human resources are still weak, in this case the lecturers do not fully have the ability to operate information technology, especially the elderly lecturers. It is different with young lecturers who are able to adapt quickly in reading situations in the field. In the future, there is a need for special education and training for lecturers to improve their competence.

IV. Conclusion

Based on the results of the research above, it can be concluded that continuous online learning for students is not very effective, this is caused by boredom and boredom repeatedly so that it reaches a saturation point. In addition, less than half of the material that students are able to absorb, coupled with the ability of lecturers and students to use the internet is still low. Thus, online learning is considered quite effective when it is only done from time to time, not continuously for 1 semester. Each semester there are approximately 10 courses that are taught with a total of 15 meetings so that in total a student has to face his computer screen more or less.

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