Strengthening Student Digital Literature Capacity in Implementation of E-Learning in the Covid-19 Pandemic (Study in Social Welfare Study Program, Faculty of Social and Political Sciences, Bengkulu University)

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Abstract

The research objectives to be achieved in this study are to get an overview and explanation of strengthening the digital literacy capacity of students in implementing e-learning during the Covid-19 pandemic. This research method uses a qualitative descriptive method combined with a frequency table. Data was collected through in-depth interview techniques, observation and documentation study. In-depth interviews were conducted with students using the WhatsApp application and face to face. Documentation is done by collecting secondary data that is owned by the website of the Department of Social Welfare Science, Faculty of Social and Political Sciences, UNIB. The results revealed that the average personality of the lecturers and students consisted of financial ability, ownership of internet networks,simplicity which consists of the ability of the lecturer to provide reading material that can be understood, the ability to make / read teaching aids (PPT) that can be understood, and the ability to use language that is easy to understand is owned by the lecturer well, speed which consists of ownershiinternet access, the speed at which the lecturer provides lecture material, the ability of the lecturer to provide material quickly, the ability of the lecturer to provide course material that can be read quickly and the ability of the lecturer to evaluate the ability of students to receive course material can run well.

I. Introduction

At the end of 2019, the world was shocked by the threat of a new disease outbreak known as the Corona Virus (Covid-19) which first appeared in the city of Wuhan, China.In Indonesia, this case was first discovered in two residents of Depok, West Java in early March.Until now there has been no vaccine for the corona virus, so a form of prevention from the spread of the virus can be done by breaking the chain of transmission. One method to break the chain of transmission is to carry out social restrictions or what is often called social distancing. With the social restrictions, it is hoped that every community will not become infectious or infected because they do not make contact with anyone so that the rate of spread can decrease or at least be kept constant. The outbreak of this virus has an impact of a nation and Globally (Ningrum et al, 2020). The presence of Covid-19 as a pandemic certainly has an economic, social and psychological impact on society (Saleh and Mujahiddin, 2020). Covid 19 pandemic caused all efforts not to be as maximal as expected (Sihombing and Nasib, 2020).

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The impact of the outbreak of the corona virus (Covid-19) has now also been felt by the world of education, including Indonesia. Several schools and universities have temporarily suspended their educational activities. The most worrying impact is the long-term effect. Because students and students will automatically feel the delay in the educational process they are undergoing.

Digital literacy is a skill that not only involves the ability to use technology, information, and communication devices, but also social skills, learning skills, and having attitudes, critical thinking, creative, and inspirational as digital competencies. Digital literacy skills should be one of the skills that everyone must have today.

Technological advances affect many things in the field of education. One of them is the increasingly widespread use of applications in learning in education. There are several technological sophistications such as easy to work, because it operates automatically, quickly, quality, effective, efficient, easy to transfer data and information to other electronic media. And many more sophistications of technology that can be taken advantage of for human activities. Like the internet, for example, we can connect online with people who are very far or near, easily, quickly and dynamically to communicate and get information.

Literacy learning (including digital literacy) has the main goal, namely to provide opportunities or opportunities for students to develop themselves as competent communicators in multi-context, multicultural, and multimedia through empowering their multi-intelligence (Abidin, 2018).

One of the learning models offered is the e-learning innovation model which is now increasingly recognized as a way to overcome educational problems, both in developed countries and in developing countries. Many people use different terms with e-learning, but in principle e-learning is learning that uses electronic services as a tool.

Virtual classroom learning or e-learning is a way of learning to use technology and internet networks. This learning is one way that is used to encourage or foster learning patterns that can be done anytime and anywhere. Although virtual classroom learning or e-learning is similar to learning, it usually does not mean that e-learning replaces the learning process which is usually face-to-face in class, but rather e-learning is a smart way of learning to use the virtual world to obtain additional material or enrichment that can complement learning. conventional.

Conducting learning with the e-learning model is able to encourage more active and creative learning patterns. With technology and the internet, learning with the e-learning method will shape students to search, read and understand material not only from one source but from various digital sources. In addition, students can also learn through discussion or work together in virtual groups and are able to conclude, create and share their knowledge, both their own work and those obtained.

Things that must be met in designing e-learning, namely "simple, personal, and fast". A simple system will make it easier for students to take advantage of existing technology and menus, with the convenience of the panels provided, it will reduce the introduction of the e-learning system itself, so that participants' learning time can be streamlined for the learning process itself and not on learning to use the e-learning system. -learning (Purbo and Antonius, 2002).

Social services are the implementation of efforts to achieve increased social functioning capabilities of the community, so as to create social welfare as stated by Kahn that social services consist of programs that are held without considering market criteria to ensure a basic level in providing facilities to meet the needs of health, education. and well-being to carry out its functions. To facilitate the ability to reach and use existing

services and institutions and help community members who are experiencing difficulties or neglect (Soetarso, 1993).

Basically, social services have experienced a dialectic in line with the demands and conditions of the times. The more widespread and universally the social services are practiced, the social services tend to become social services aimed at groups of people who need special help and protection. In addition, the definition of social services is not the same for each country, according to the researcher because the categories or forms of social services in each country are different, this could be due to indicators or measures of social problems that affect these differences.

II. Research Method

This study uses a qualitative descriptive method combined with a frequency table. This study took the subject of lecturers and students in the Social Welfare Study Program, while the object was personality, simplicity and speed of lecturers and students using e-learning. The following table covers the scope and aspects of the research:

Table 1. Scope and Aspects of Research

No	Scope	Aspects
1	Personality	·Financial ability
		·Internet network ownership
		·Ability to use ICT
		·Interpretation ability
		·Ability to collaborate
		·Ability to conduct evaluation
		·Students can study according to ability
2	Simplicity	·Ability to provide reading material understandable
		·Ability to make/read props (PPT) understandable
		·Ability to use easy language understood
3	Speed	·Internet access speed
		·Lecture material can be given quickly
		·Lecture material can be read quickly
		·Students can evaluate abilities himself and can quickly communicate dialogue with the lecturer
		·The ability of the lecturer to respond to requests or student questions quickly

Data was collected using interview techniques, documentation studies and Focus Group Discussion (FGD). These two techniques are used to collect comprehensive data rooted in actual conditions that occur in the institution as a whole.

To achieve the research objectives, data is needed which includes an overview of lecturers and students in the Social Welfare Study Program, Faculty of Social and Political Sciences, Bengkulu University. Strengthening digital literacy of students during the Covid-19 period which involves aspects of personality, simplicity and speed of social services between lecturers and students in the implementation of the teaching and learning process using e-learning.

III. Result and Discussion

3.1 Description of Research Site

This study took the research location at the Social Welfare Study Program, Faculty of Social and Political Sciences, Bengkulu University, which is located in Kandang Limun Village, Muara Bangkahulu District, Bengkulu City. The Faculty of Social and Political Sciences has seven study programs at the undergraduate level, namely Social Welfare Study Program, Public Administration Study Program (Regular), Public Administration Study Program (Non-Regular), Sociology Study Program, Communication Studies Program, Study Program Library and Information Science, as well as Journalism Studies Program.

3.2 Personality

Personality is athe unique traits that exist in each individual which is one of the factors that influencing individuals to interact with their environment. This Covid-19 pandemic period demands adjustments in various ways, including learning. The concept of learning which was originally a medium for transferring knowledge between lecturers and students, where both of them gathered in one place at the same time, has now turned virtual.

a. Respondent's Financial Ability

At the beginning of online lectures, students were still awkward in using online applications such as Zoom and Google Meet. Lecturers and students must first learn about its operation and use. From the results of the research that has been carried out, it is known that in dealing with e-learning during the Covid-19 period using the Zoom application, from 29 student respondents,Bengkulu University Social Welfare Study Program, there are 15 respondents who have good financial capabilities in providing information and communication technology facilities such as the availability of Personal Computers (PCs) or Laptops as well as the use of smartphones in the e-learning learning process, 12 respondents have sufficient abilities, Meanwhile, 2 respondents stated that they are very capable in providing information and communication technology facilities in the e-learning learning process.

Table 2. Respondent's Financial Ability

Respondent's Financial Ability	Frequency	Percentage (%)
Very Capable	2	7%
Capable	15	52%
Capable Enough	12	41%
Total	29	100

Some students stated that internet quota runs out faster and makes it difficult for them to get it from their parents. In one week more than 50 GB was spent by students to

purchase the internet quota. For students outside Bengkulu City, this financial relief is more felt because every day they have to pay for food and drink and pay rent for a boarding house. For students of this category, online tuition is cheaper than offline tuition.

"Ambo Pacak helps parents at home or at work, such as in the garden, in the shop, in the market, and so on when we don't have college."

Students have another view about this online course, they objectively calculate the overall costs that must be incurred by students through distance lectures, it turns out that objectively according to some students it is more profitable because they do not need the time and transportation costs to go to campus and the cost of eating and drinking , when the lecture runs from morning to evening.

b. Internet Network Ownership

The availability of a stable internet network can affect the online learning process for students to absorb lessons well.The results showed that as many as 29 respondents studied there were 14 respondents who were able to provide internet network availability in the form of wifi or internet data packages for the online learning process, then there were 9 respondents who stated that they were quite capable in providing internet network access for the online learning process and as many as 6 respondents stated that they are very capable in providing internet network access for online learning needs.

Table 3. Internet Network Ownership

Internet Network Ownership	Frequency	Percentage (%)
Very Capable	6	21%
Capable	14	48%
Capable Enough	9	31%
Total	29	100

Some of the respondents who stated that they were very capable were shown by students who had a wifi network at home. In addition, there are those who state:

"Fortunately we have good-natured neighbors and friends who provide wifi facilities in their homes for us to enjoy".

Social relations with neighbors and friends are important to overcome this.

c. Ability to Use ICT

Based on the results of the study, there were 22 respondents who stated that they were able to use and operate application technology in the learning process through e-learning, 2 respondents answered that they were quite capable in operating the technology used and 5 respondents answered that they were very capable in operating computer technology devices and their application in the process. learning through e-learning.

Table 4. Ability to Use ICT

Ability to Use ICT	Frequency	Percentage (%)
Very Capable	5	17%
Capable	22	76%
Capable Enough	2	7%
Total	29	100

Students in using smartphones related to lectures can be categorized quite well. They only need a maximum of 2 weeks of adaptation to use the zoom and google meet applications. There was even one lecturer who, by the end of the semester, could not do it. Don't even do it, don't even have a smartphone.

d. Ability to Interpret

Interpretation is used as a form of understanding that a person has. From the results of the study, as for the ability to understand the material in the learning process through e-learning for students of the Bengkulu University Social Welfare Study Program, there were 9 respondents who were able to interpret the material in the e-learning learning process, while 12 respondents stated that they were quite capable in their abilities. interpret the material in the e-learning learning process and 8 respondents answered that they are very capable of interpreting the material in the e-learning learning process.

Table 4. Ability to Interpret

Ability to Interpret	Frequency	Percentage (%)
Very Capable	8	28%
Capable	9	31%
Capable Enough	12	41%
Total	29	100

The ability of students to provide interpretation of teaching materials is relatively less in the distance learning process, or lower than offline lectures. This is the main obstacle to the quality of education that must be received during this pandemic. A student informant stated:

"We are resigned to accepting the final grades of the courses taken, we only hope for the kindness of the lecturers and the solidarity of students who can provide assistance to us".

e. Collaboration Ability

In the context of online learning which is based on collaborative learning methods, the use of communication facilities is needed to support interaction between students in the learning process.In the results of the study of 29 respondents, there were 21 respondents who stated they were able to collaborate with lecturers and other students in the learning process through the e-learning method, while 4 respondents answered quite capable, 3 respondents answered very capable and 1 respondent stated that they were not able to do this. cooperation (collaboration) with lecturers and other students in the learning process through the e-learning method.

Table 6. Collaboration Ability

AbilityCollaborate	Frequency	Percentage (%)
Very Capable	3	10%
Capable	21	72%
Capable Enough	4	14%
Less fortunate	1	4%
Total	29	100

The ability to collaborate with lecturers, according to students, is more difficult than collaborating with other students. Some lecturers change their meeting schedule without

paying attention to the busy schedule of students on the schedule offered by the lecturer, such as time overlapping with other courses, students are only presented with assignments and assignments.

"Not infrequently assignments or meeting lectures are carried out suddenly, not scheduled as in normal times. In fact, there are lecturers who never fill lectures on a schedule that has been arranged in the lecture schedule, but one week before the lecture ends, he asks us to attend lectures every day in a row in the last one week to reach the number of lecture meetings".

f. Ability to Conduct Evaluation

From the results of the study, it is known that from 29 respondents, there are 18 respondents who answered that the lecturer was very capable in conducting evaluations on learning methods*e-learning, while 11 respondents answered that the lecturer was able to conduct an evaluation of the e-learning learning method.*

Table 7. Ability to Conduct Evaluation

Ability to Conduct Evaluation	Frequency	Percentage (%)
Very Capable	18	62%
Capable	11	38%
Total	29	100

g. Students can study according to their abilities

The results showed that there were 18 respondents who chose to be able to optimize their ability in the learning process through e-learning, while 10 respondents stated that they are very capable in optimizing their ability in the distance learning process through e-learning and 1 respondent stated that they are quite capable in optimize their ability in the learning process through e-learning.

Table 8. Students can study according to their abilities

Students can study according to their abilities	Frequency	Percentage (%)
Very Capable	10	35%
Capable	18	62%
Capable Enough	1	3%
Total	29	100

3.3 Simplicity

With the rapid development of information and communication technology, reading behavior is currently starting to shift from paper to screen using computers and networks. A system like this will not only increase the knowledge of all students, but will also help simplify and lighten the burden on lecturers in the teaching and learning process, because in this system some of the lecturer's functions can be taken over in a computer program.

The application of face-to-face technology in virtual (virtual world) was actually already available in the pre-pandemic period such as skype using teleconferences, but it has not been widely used. During the pandemic, zoom meeting and google meet applications are alternatives that are chosen by the wider community, including lecturers and students in online lectures.

a. Ability to Provide Understandable Reading Material

The results showed that there were 18 respondents who chose to be able to optimize their ability in the learning process through e-learning, while 10 respondents stated that they are very capable in optimizing their ability in the distance learning process through e-learning and 1 respondent stated that they are quite capable in optimize their ability in the learning process through e-learning.

Table 9. Ability to Provide Understandable Reading Material

Ability to Provide Understandable Reading Material	Frequency	Percentage (%)
Very Capable	16	55%
Capable	13	45%
Total	29	100

Learning materials provided by lecturers can be in the form of literature books that are required and recommended by students. However, during the pandemic, printed books are difficult to obtain either through purchase or borrowing. Some lecturers provide e-books, or reading books that are scanned and distributed to students through the class WhatsApp group. lecturers who ask to read books virtually, or books that can only be read on the spot when the lecture is in progress. This virtual book is provided by several universities and libraries with virtual services such as the National Library of the Republic of Indonesia (Perpusnas RI) and other libraries. The book owned by the Open University as an example is a good book, because it is compiled with the concept of distance learning so it is very worthy to be used as a reference.

b. Ability to Make/Read Understanding Props (PPT)

Based on the results of research from 29 respondents, it is known that there are 15 respondents stating that the lecturer is able to making/reading teaching aids (PPT) that can be understood during teaching and learning process During the covid-19 pandemic using online learning methods (e-learning), as many as 8 respondents stated that lecturers were very capable of making/reading teaching aids (PPT) that students could understand and 6 respondents stating that lecturers were very capable of making/reading teaching aids (PPT) in using the online learning method (e-learning) which is summarized in the percentage table as follows:

Table 10. Ability to Make/Read Props (PPT)

Tool Making/Reading Ability Demonstration (PPT)	Frequency	Percentage (%)
Very Capable	8	27%
Capable	15	52%
Capable Enough	6	21%
Total	29	100

In addition to being in the form of books, lecturers also provide powerpoints (PPT) applications to explain phenomena or theories related to their courses. The average student is used to using this media. This application makes clear illustrations of phenomena or theories explained by lecturers and summarized in a PPT so that students besides relying on their notes when the lecturer gives explanations, can also use PPT to recall what the lecturer said, in the summary of the PPT.

*Powerpoints*what students want changes. At first, PPT was good if it was given a good animation, but now it turns out that students prefer PPT which is simpler, which reveals the important point of the lecturer's presentation, compared to the animation. There is even a tendency that animation in PPT makes students lose focus on the important point, instead focusing more on animation so that the knowledge transfer process is disrupted.

c. Ability to use language that is easy to understand

Bengkulu University Social Welfare Lecturers are selected people who pass the selection and some come from graduates from leading national universities in Indonesia, so they are reliable communicators in conveying messages in communication. with background Behind this education, lecturers at the Social Welfare Study Program, Faculty of Social and Political Sciences, Bengkulu University can easily invite students to attend lectures delivered by lecturers and able to persuade students with different characters in their learning process with a variety of communication techniques used.

The results of the research conducted showed that there were 11 respondents or students who stated that the lecturer was able to use easy-to-understand language in the teaching and learning process using the methodonline learning (e-learning), while 17 respondents stated that lecturersBengkulu University Social Welfare science is very able to use easy-to-understand language in online learning(e-learning)and only 1 respondent answered that the lecturer was quite able to use language that was easy to understand by using the methodonline learning (e-learning) during the Covid-19 pandemic as shown in the following table of percentage abilities:

Table 11. Ability to use language that is easy to understand

AbilityUsing Easy to Understand Language	**Frequency**	**Percentage (%)**
Very Capable	17	59%
Capable	11	38%
Capable Enough	1	3%
Total	29	100

The ability of lecturers in explaining learning materials is generally well received by students, but there are obstacles in delivering this problem. Often, there are lecturers in simplifying the material presented in the form of humor to make it more understandable and difficult for students to forget, but this humor is constrained by delayed effects caused by the student speakers being muted. So there is a lecturer informant who joked:

"Online lectures become dry, not warm, lonely and tend to be boring".

3.4 Speed

Online learning requires supporting devices such as computers or laptops, gadgets, and other aids as intermediaries which of course must be connected with access speeds and internet connections. With the help of these supporting devices, it can make it easier for lecturers to prepare learning media and arrange learning steps that will be applied. Lecturers can take advantage of teaching video applications that display the lecturer's face so that it is more effective in conveying information to students than just narrating information. Lecturers can also use learning media as a means of evaluating the assessment at the end of the lesson.

a. Internet Speed

The results of the study were 14 respondents stated that they had fast internet access in online learning using either a wifi signal or a cellular signal. While 13 respondents stated that they had fairly fast internet access in online learning, 1 respondent stated that they had very fast internet access to take part in the online learning process (e-learning) and only 1 respondent stated that they had less fast internet access due to using a cellular signal.

Table 12. AspectInternet Speed

AspectInternet Speed	Frequency	Percentage (%)
Very fast	1	4%
Fast	14	48%
Fast Enough	13	45%
Less fast	1	3%
Total	29	100

Another obstacle that often occurs is electricity and weather. Students often complain that the network suddenly shuts down due to a power outage. When the electricity goes out, the internet network via wifi automatically turns off and the power goes out also affects the cellular network, both lecturers and students who use cellular quotas experience slow signal interference or even none at all. Likewise, the weather is felt by students and lecturers to greatly disrupt the course of lectures because when it rains, the network becomes disrupted accompanied by sound noise on the sending and receiving speakers. Zoom meeting and google meet applications are very sensitive to this noise disturbance. Add more,

b. Lecture Materials Can Be Delivered Quickly

Based on the results of the study, it was found that 17 respondents stated that lecturers were fast in providing lecture material during learning using the e-learning method, while 10 respondents stated that lecturers were very fast in providing lecture material during learning using e-learning methods and the remaining 2 respondents stated lecturers are quite fast in providing lecture material during learning using the e-learning method as shown in the following table:

Table 13. Lecture Materials Can Be Delivered Quickly

Lecture Materials Can Be Delivered Quickly	Frequency	Percentage (%)
Very fast	10	34%
Fast	17	59%
Fast Enough	2	7%
Total	29	100

The speed with which lecturers provide material and the speed with which students receive learning material takes place quickly. Lecturers and students do not need to spend time to come to lectures. Lectures can be given anywhere and anytime. Regarding the lecture time, which can take place at any time, depending on the agreement between the lecturer and the student so that the lecture can take place without a time schedule that is usually confirmed at the beginning of the lecture during normal situations. Lectures can be held on holidays or at night, where lecturers and students have free time.

However, of the many students there was one informant who complained. He said that:

"Lecturers give too many reading assignments, then ask to summarize them and submit them to their lecturers in a very fast time. Lecturers like this are lecturers who are less active in providing learning materials through online applications. We were only asked to read, summarize and send it to the lecturer in question"

This phenomenon especially occurs at the beginning of the pandemic. This can happen because lecturers and students are surprised by new habits during the pandemic (culture shock).

c. Lecture Materials Can Be Read Quickly

The results of the researchers' observations from 29 respondents, 10 respondents stated that the material provided by the lecturer turned out to be quite fast to students, while 10 other respondents stated that the material provided by the lecturer was fast, there were 8 respondents stated that the material provided was very quickly accepted by students and only 1 respondent stated that the lack of speed in the material provided by the lecturer could be caused by the stability of the internet network available on each device which was very different.

Table 14. Lecture Materials Can Be Read Quickly

Lecture Materials Can Be Read Quickly	Frequency	Percentage (%)
Very fast	8	28%
Fast	10	35%
Fast Enough	10	34%
Less fast	1	3%
Total	29	100

In general, students can read lecture material quickly, almost half of them said so, but apparently this only applies to one course. Meanwhile, for students who take 7 to 8 courses, those who have an GPA of 3.0. feel overwhelmed as stated by the following informant:

"For one course, I can read the lecture material quickly. There is no need to spend a week reading one material from one course, but if I take 8 courses, frankly speaking, the time to read the 8 course materials that I take, time is felt to be lacking. Not to mention, not only reading, we also have many assignments to complete to fulfill the duties and obligations in every course that I take".

d. Students can evaluate their own abilities and quickly hold dialogue communication (ask) to their lecturers

ResultsThe research found that from 29 respondents there were 15 respondents who stated that students could evaluate their own abilities and were able to quickly communicate dialogically to their lecturers, while 6 respondents stated that they were quite

fast in evaluating their abilities and could quickly conduct dialogical communication (ask) to their lecturers and 8 respondents stated that they could evaluate their own abilities and were able to quickly communicate dialogically (ask questions) to their lecturers very quickly.

Table 15. Students can evaluate their own abilities and can quickly
Held Dialogical Communication (Asking) To His Lecturer

Students can evaluate their own abilities and can quickly hold dialogue communication (ask) To the Lecturer	Frequency	Percentage (%)
Very fast	8	27%
Fast	15	52%
Fast Enough	6	21%
Total	29	100

Lecturers provide time to ask questions, to evaluate students' ability to absorb the material they provide. Some students stated that the question room was provided by the lecturer for students, but of all the students participating in the course, there were only a few who used the room to ask questions, and students who asked tended to do the same thing. Many students lack the confidence to ask questions, and there are also those who state:

"When I ask, other friends like to ridicule. It's said to be looking for lecturers' attention or it's also said to be a waste of time, because friends want college to end quickly".

This shows that the academic atmosphere is not good. Therefore, lecturers must have tips so that the academic atmosphere is built properly, such as by providing added value rewards for students who ask questions.

e. Ability of Lecturers to Respond to Student Questions Quickly

The close relationship between lecturers and students can be built with intelligent and effective communication patterns by making learning interesting in the online method (e-learning) as obtained from research results on aspects of the ability of lecturers to respond to student questions quickly. Of the 29 respondents, as many as 16 respondents stated that the lecturer was able to quickly respond to student questions, 12 respondents stated that the lecturer was quite capable in responding to student questions and 1 respondent stated that the lecturer was very capable in responding to questions asked by students when applying online learning methods (e-learning).

Table 16. Aspects of Lecturer Ability to Respond to Questions
Student Quickly

Aspects of Lecturer Ability to Respond to Student Questions Quickly	Frequency	Percentage (%)
Very fast	10	34%
Fast	17	59%
Fast Enough	2	7%
Total	29	100

The ability of lecturers to respond to student questions took place quickly and satisfactorily according to a number of students. This is due to the good ability of lecturers to understand the course material, coupled with the element of long experience in teaching in general and teaching the same subject for a long time.

IV. Conclusion

The results of the study revealed that:
1. The first item the average personality of lecturers and students consisting of financial ability, internet network ownership, ability to use information and communication technology, ability to interpret, ability to collaborate and ability to conduct evaluations can be categorized as good.
2. Speed which consists of ownership of internet access, the speed of lecturers providing lecture material, the ability of lecturers to provide material quickly, the ability of lecturers to provide lecture materials that can be read quickly and the ability of lecturers to evaluate students' ability to receive lecture material can take place well. Lecturers quickly provide space for students to ask questions if there is something they don't understand and the speed with which the lecturer responds to student requests or questions takes place quickly and satisfactorily.
3. At first, e-learning or online or online lectures took place using the trial-and-error method. Lecturers and students, both enter into a new atmosphere of confusion, anomie, vague patterns or culture shock. However, over time, e-learning, or online or online lectures, naturally due to the urging of needs, lecturers and students learn and work reactively to changes so that this learning process eventually strengthens by itself and becomes accustomed.

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