



Online Learning Management Difficulties: Higher Education Students Perspective

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ABSTRAK

Dalam menerapkan sistem manajemen pembelajaran berbasis online, para pendidik harus mempersiapkan bahan materi dan perangkat pembelajaran lainnya seperti rencana pelaksanaan pembelajaran. Tapi fakta ada 57% mahasiswa kesulitan saat pembelajaran online dilakukan. Tujuan penelitian adalah untuk menganalisis proses pelaksanaan pembelajaran online yang dilakukan di perguruan tinggi menggunakan media online. Penelitian ini urgen dilakukan karena ada perbedaan antara teori dengan realita di lapangan. Metode penelitian yang digunakan adalah mixed method dengan survei dan wawancara terhadap mahasiswa. Subyek dalam penelitian ini ada mahasiswa di perguruan tinggi yang berjumlah 150 orang dari semua program studi yang dipilih secara random. Teknik pengumpulan data dengan survei dengan membagikan instrumen kepada mahasiswa. Instrumen disusun dan dikembangkan dan sudah divalidasi. Instrumen diberikan skor dengan skala Likert mulai dari poin 1 sampai poin 5. Data juga diperoleh dengan wawancara kepada 10 orang mahasiswa yang dipilih secara acak dari 150 responden survei. Teknik analisis data dengan menggunakan SPSS Versi 26. Data dianalisis dengan menghitung rata-rata setiap indikator dan membuat dalam bentuk diagram batang. Wawancara dianalisis dengan mengumpulkan data, reduksi data dan penarikan kesimpulan. Hasil, ditemukan letak kesulitan mahasiswa dalam proses belajar online. Kesulitan timbul karena adanya hambatan yang dialami dosen saat implementasi pembelajaran. Dampak hambatan ini berpengaruh terhadap proses pembelajaran dan menurunnya pemahaman dan pengetahuan para mahasiswa.

ABSTRACT

Implementing an online-based learning management system, educators must prepare materials and other learning tools such as lesson implementation plans. But the fact is that 57% of students have difficulty when online learning is carried out. The research aims to analyze the process of implementing online learning carried out in universities using online media. This research is urgently carried out because there are differences between theory and reality in the field. The research method used was a mixed method with surveys and interviews with students. The subjects in this research were 150 university students from all study programs who were chosen randomly. Data collection techniques using surveys by distributing instruments to students. The instrument was prepared and developed and has been validated. The instrument was given a score on a Likert scale starting from point 1 to point 5. Data was also obtained by interviewing 10 students who were randomly selected from 150 survey respondents. The data analysis technique uses SPSS Version 26. Data is analyzed by calculating the average of each indicator and making it in the form of a bar chart. Interviews were analyzed by collecting data, reducing data, and drawing conclusions. As a result, it was found that students had difficulties in the online learning process. Difficulties arise because of the obstacles experienced by lecturers when implementing learning. The impact of these obstacles affects the learning process and reduces students' understanding and knowledge.

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1. INTRODUCTION

The transition of the learning process from face-to-face to online learning forces educators to look for effective tools and methods to help deliver material to students. The use of technological devices as a means of conveying information on learning materials is complemented by tools or components that exist in the internet media currently used (Gawer, 2021; Matete et al., 2023). The era of globalization where the development of information and communication technology is increasing rapidly and has penetrated into various aspects of human

life, especially in the field of education where the tools used in the learning process are increasingly complete (Adebayo et al., 2022; Suyadi, Nuryana et al., 2022). The learning process in Indonesia is currently developing a learning process with the help of an independent learning management system and is given authority to each university. There is a big emphasis from several higher education institutions on using Zoom, Google Meet, and other media as tools to assist in carrying out the teaching and learning process for courses taught by lecturers in higher education environments who are independent and ready with technological facilities (Al-Mamary, 2022; Suartama et al., 2019). Technological developments provide great opportunities for educators to reorganize the education management process and learning process in higher education. Educators have often used Zoom, Google Meet, and other media, which is a multimedia-based educational system (technology that includes text, images, audio, and video) that is able to make the presentation of a topic interesting, not only providing viewing but also more in the way convey the material presented by the lecturer to students (Ghani et al., 2022; Kumar et al., 2021).

Media such as Zoom, Google Meet, Teams and others are considered by some people to be very useful in the effectiveness of the course learning process. But for science courses, using media is considered difficult because it requires practice in the course (Behera et al., 2022; Peper et al., 2021). It should be remembered that using online media in delivering lecture material is only an aid in conveying the content of lecture material. According to previous study five benefits can be achieved in the learning process through the use of online media in the course learning process for students, namely: 1) facilitating and expanding access to education, 2) increasing equality and distribution of education, 3) improving the quality and effectiveness of learning, 4) increasing teacher professionalism and 5) increasing the effectiveness and efficiency of management, administration, and education management (W. Wu et al., 2022). By knowing and realizing the enormous benefits of online media in education, UNESCO experts recommend to all countries; especially developing countries; Increase the various resources needed for the development of information and communication technology in various policies, strategies, and education implementation activities. Currently, several universities are focusing on implementing learning with the help of online media and continuing to develop the tools and components provided in the management systems used, especially at universities in Indonesia as the core of their sustainable education system (Mncube & Mthethwa, 2022; Ramalingam et al., 2022). In Indonesia, based on the Development Plan for the 2020-2024 National Medium Term Term (RPJM), it is emphasized that the fourth priority of the Ministry of Education and Culture is technology development (Kurniasari et al., 2018; Sambodo et al., 2022). According to previous study the focus of this technology is to help all humans, especially lecturers and students, carry out the educational process and their duties better (Olan et al., 2022).

The Indonesian Ministry of Education and Culture has the same goal as universities, namely being able to provide excellent service. One thing that must be done is to develop information and communication technology through Teams, Zoom, Google Meet, and other media that can be implemented and used by these universities. Through the use of information and communication technology in the field of education which includes the role of information and communication technology as educational materials, teaching aids, educational facilities, efficiency standards, educational management support, educational unit management tools, and educational infrastructure. In connection with the above, the phenomenon of using information and communication technology in learning in educational institutions is getting better, even in the curriculum information and communication technology play a very important role in implementing learning through online media. The curriculum shows that learning applies the principle that anyone, whether lecturers, students, or anywhere, can learn just like in class. Therefore, the use of online media as a communication tool is very important in terms of effectiveness and efficiency.

Media such as Zoom, Google Meet, Teams, and others can play two roles in learning, namely: (1) as educational presentation media, for example in the form of PowerPoint slides and animations with flash programs. (ii) As an independent teaching or e-learning method, for example, students are given assignments to read or search for sources on the internet, submit answers to assignments, and even try and work on learning material. Through e-learning, learning is no longer limited by space and time. Learning can be done anytime and anywhere. This encourages students to analyze and synthesize knowledge, explore, process, and use information, and produce their writing, information, and knowledge. To help students develop and gather their knowledge, without direct guidance from the lecturer, learning situations have been prepared beforehand (Assen & Otting, 2022; Moonsamy & Govender, 2018). The role of online media such as Zoom, Teams, Google Meet, and others can be maximized by activating them through learning design, learning theory, and message design so that they can produce a good learning experience for students taught by lecturers.

However, in reality, the application of online media in higher education is still in its early stages and has not been utilized optimally and evenly. The obstacle is the uneven distribution of use and design that supports the implementation of good management by institutions in the education sector. Weak human resources in using online media have become a reality in the field and human resources experience quite a few difficulties in the online learning process in higher education (Asamoah, 2021; Ferdiansyah & Kaltsum, 2023). Another fact in the research the learning process is not yet effective and tends to encounter difficulties due to obstacles experienced by lecturers

and students. In his research, 57% experienced difficulties online (Pal & Vanijja, 2020). The learning process using an online-based management system does not run well and as expected. This fact does not stand alone in research state that the learning process with the use of learning management systems only has an impact of 23% on the success of the learning process (Díez et al., 2020). In research said that learning management systems can remote the distance learning process and become effective (Shim & Lee, 2020).

Based on the background above, it is necessary to analyze the online learning process in higher education. This research is very urgent to be carried out as soon as possible, considering that there are differences between theory, expectations, and reality on the ground which indicate students' difficulties when online. The novelty of this study focus on online learning process is felt and experienced by students, to find out the obstacles and difficulties of students when online, to find out the preparation management before implementing course learning, and to find out the impact of online learning on students' knowledge and understanding in courses taught by lecturers.

2. METHOD

This research uses a mixed method, namely a survey and interview strategy by compiling and developing standard question instruments and validating instruments that have been prepared based on indicators (Anthony Jnr, 2020; Duan et al., 2020). The research subjects were students at universities who were randomly selected from all universities in Jakarta who had used an online learning management system, in the teaching and learning process and the participants in this research were lecturers and students who were directly involved, experienced directly, saw and felt the use of the system. Online-based learning management, the number of lecturers and students surveyed was 150 people from all study programs spread across various faculties and study programs that use online media such as Zoom meetings, Google Meet, Teams, and other online media (Iflaifel et al., 2020; Nurse-Clarke & Joseph, 2022). 150 students and lecturers were the main source of data acquisition and were selected randomly without taking into account the student's faculty background, study program, and semester.

The data collection technique in this research is a survey. The instrument is distributed using a link with Google Forms. This research developed a question and statement instrument based on indicators which are a tool for measuring barriers and success in using the learning management system in the learning process. Researchers shared the link with lecturers and students via email and students' and lecturers' personal WhatsApp. The instruments used are standard and prepared based on indicators of successful use of the learning management system that has been developed (Díez et al., 2020; Pal & Vanijja, 2020; B. Wu et al., 2020). According to Surveys are used to find out facts and realities in the field by seeing more participants giving opinions (Hansen & Tummers, 2020). The research instrument was prepared on Google to make it easier for researchers to obtain information from sources by grouping data in the form of bar, line, and circle diagrams (Degner et al., 2022; Meyerowitz-Katz & Merone, 2020).

By sharing this Google from link, it is hoped that the resource person will be able to respond objectively without any pressure from other people. The survey was conducted on 150 people consisting of lecturers and students who were chosen randomly. The survey data does not stand alone, this research follows up on the survey results given to lecturers and students by conducting interviews with 20 informants to ensure the correctness of the responses of 150 informants in the survey. The two data, namely surveys, and interviews, are one unit in concluding. The indicators that became the basis for compiling survey instruments and preparing questions for resource persons is show in Table 1.

Table 1. Indicators of Research Success, Barriers and Difficulties

No	Indicator
1	Preparation of Learning Plans
2	The existence of modules or teaching materials
3	Completeness of Props
4	Time Allocation Preparation
5	There are assessment indicators and assessment rubrics
6	There are evaluation and analysis sheets
7	Application of Just-in-Time Learning
8	Implementation of material via Easy Online Media
9	Effective Online Learning Model

The data analysis technique is analyzed using SPSS Version 25.0 (Ustaoğlu et al., 2020; Campos et al., 2020). Data obtained from the survey is assessed by the source narrative by giving a Likert scale score from point 1 to point 5. Point 1 is very bad, point 2 is not good, and point 3 is quite good, point 4 is very good. Good and

point 5 is very good. The data that had been filled in by the resource person was collected and grouped based on research indicators, and then the researcher analyzed it using SPSS Version 25 and formed bar charts, line charts, and pie charts. Before analyzing with SPSS, some stages are carried out, namely collecting data by distributing instruments, data that is not filled in is discarded or reduced and then analyzed. Data from the survey were aligned with interview data. Interview data was collected, reduced, and tabulated by coding to facilitate research in drawing conclusions and aligning interview data with survey data. The two data are looked at, the intersecting data becomes the results, and findings and becomes the basis for concluding.

3. RESULT AND DISCUSSION

Result

The survey results obtained found and described the learning process that uses online media such as Zoom, Google Meet, Teams, and other media as optimal as possible for lecturers in its implementation, but there are several obstacles and they must be immediately corrected and developed by educational management in each higher education institution and preparations beforehand. Learning process through online media. The result of a survey of respondents' responses to the process of using online media is show in Figure 1.

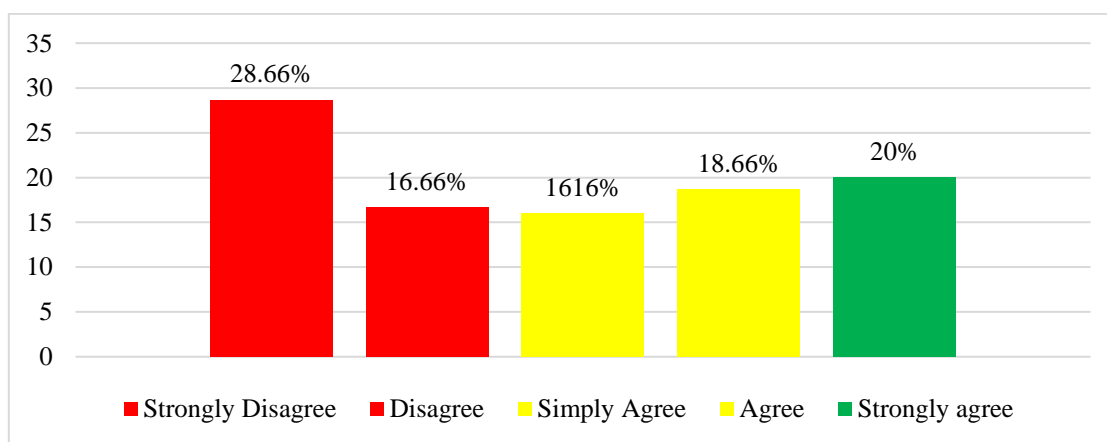


Figure 1. Preparation of Learning Plans

Figure 1 shows that of the 150 sources consisting of lecturers and students who provided responses and assessments of the learning process using the learning management system as measured by preparation indicators in planning before implementation, there were 28.66% strongly disagreed with the preparations made before learning implementation was carried out. They think that using an online learning management system as a tool and not being equipped with thorough preparation will have an impact on students' knowledge in receiving lessons. Apart from strongly disagreeing, there are also 16.66% who disagree and quite agree. In this case, the average person who disagrees with online learning has been with complete preparation, with a mean of 45.32% of people in the strongly disagree and agree category.

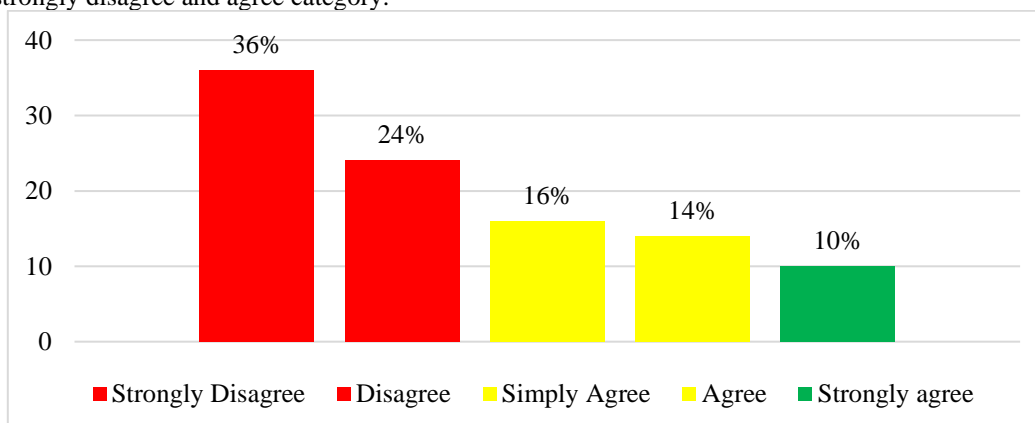


Figure 2. The Existence of Modules or Teaching Materials

By looking at Figure 2, it shows the indicators of lecturers in preparing material in the form of modules and teaching materials. It can be seen that not all lecturers have prepared the course material taken by students. The hope is that before learning using the learning management system, lecturers must prepare material according to the required features and components that already exist in the Learning Management System. The online Learning Management System tool used is equipped with providing modules or teaching materials to make it easier for students to receive the material taught by the lecturer. The survey findings in this research were that 36% of people strongly disagreed and 24% of people slightly disagreed that lecturers had prepared modules or teaching materials during online lectures. This became controversial because the number of participants who disagreed was greater than respondents who agreed with the preparation of the material carried out by the teaching staff. When confirmed by sources through interviews, respondents admitted that when teaching students did not fully understand the material in the courses they were taking, all the material was included in the Learning Management System, but the material provided was incomplete and tended to require quite a lot. The material provided is not strong enough to guide students in independent learning. The completeness of props is show in Figure 3.

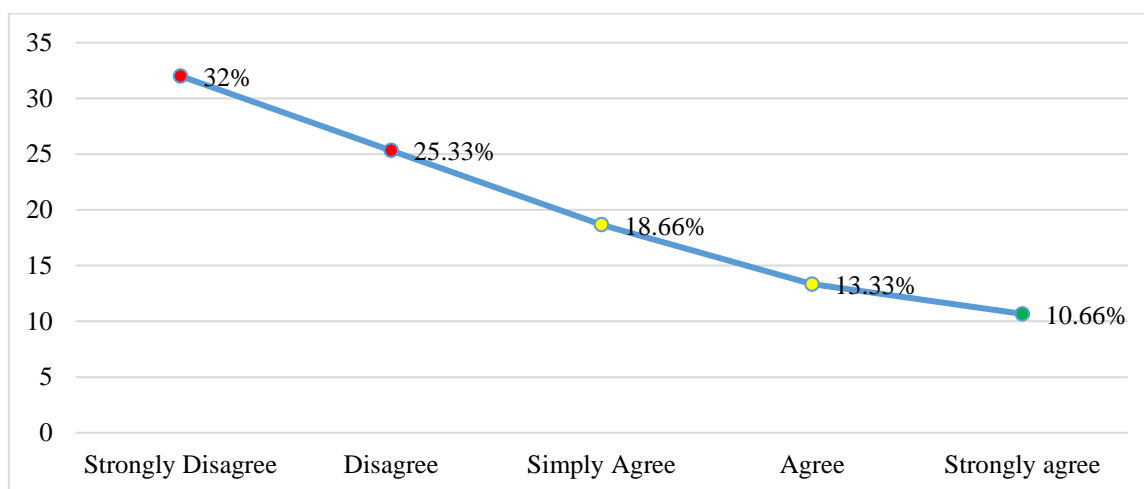


Figure 3. Completeness of Props

Based on Figure 3, many respondents strongly disagree and disagree with the tools used with the learning management system as a tool in the learning process. Respondents also disagreed with the teaching aids used in the Learning Management System media, such as incomplete material and inaccurate models. There are 32% of people strongly disagree and 25.33% of people disagree with the assistance tools provided. Based on the results of interviews with informants, they hope that there will be tools in the Learning Management System such as videos that can be accessed by students and other colleagues. Time allocation preparation is show in Figure 4.

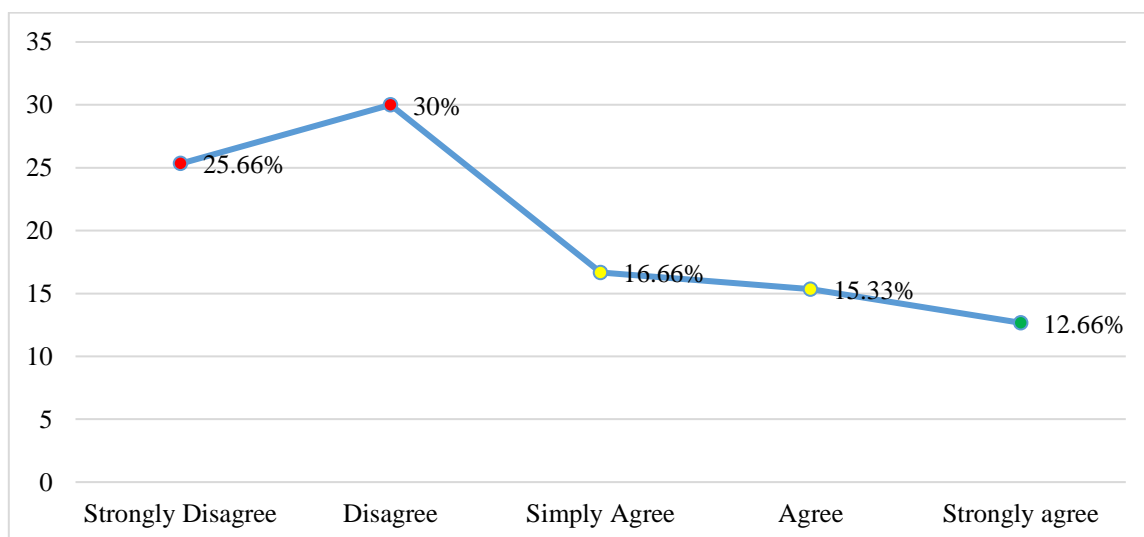


Figure 4. Time Allocation Preparation

From Figure 4, it can be seen that not all lecturers have prepared indicators, rubrics, assessment instruments and placed them in the components of the Learning Management System. This can be seen from the respondents' answers, there were 25.66% of people who strongly disagreed and 30% of people who disagreed in terms of indicators, rubrics and lecturer assessment instruments. 55.66% of respondents expect these indicators to be in the online learning management system which is used as a tool to help the lecture process. With the assessment instruments in the media used, students can access them in the Learning Management System and use them as measuring tools to measure students' abilities and personal success. The assessment rubrics is show in Figure 5.

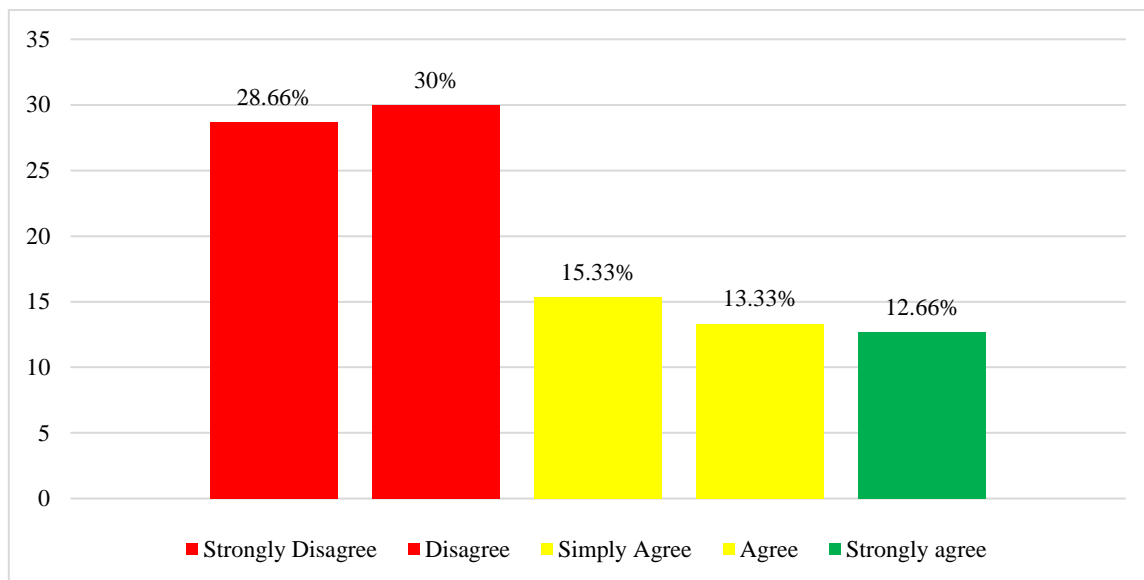


Figure 5. There are Assessment Indicators and Assessment Rubrics

In Figure 5, it can be seen the respondents' hopes and desires for each material taught, there is an evaluation form used by the instructor in the Learning Management Systems course. From Figure 5, it can be seen that 28.66% of people strongly disagree and 30% of people disagree with the evaluation carried out by lecturers during the learning process and the final learning assessment process. The results of the interview intersect with the results obtained in Figure 5. Respondents hope that the teaching staff will create an evaluation form and analysis process for the abilities of students who do not understand the material provided in the Learning Management System. The result evaluation and analysis sheet is show in Figure 6.

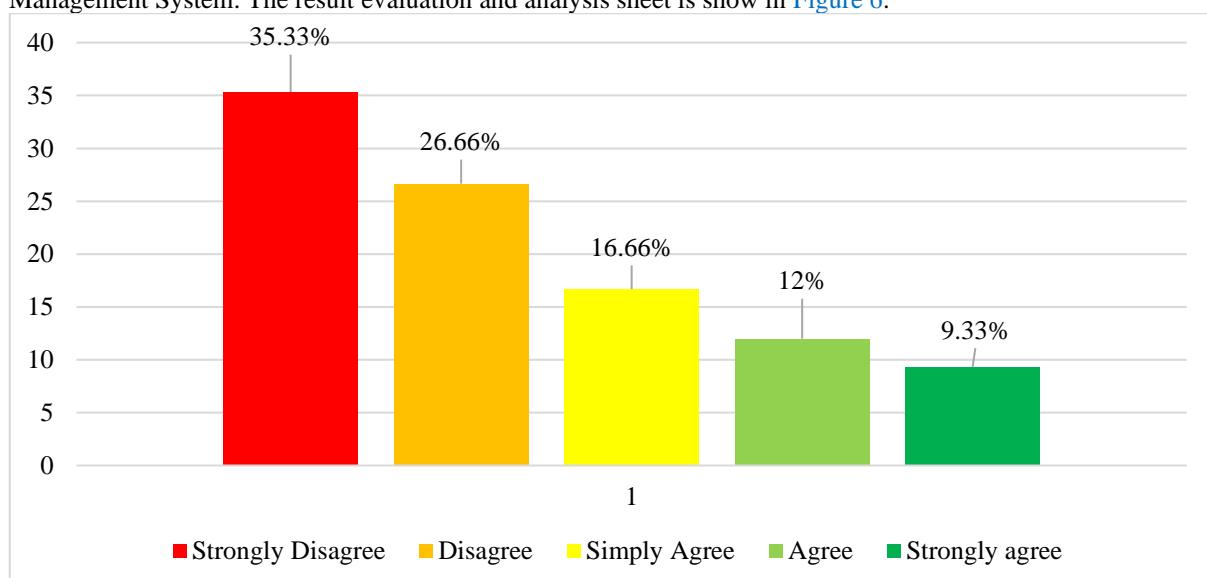


Figure 6. There are Evaluation and Analysis Sheets

Based on Figure 6 it can be seen that respondents considered timeliness to be very necessary in the Learning Management System. Respondents assessed that currently 35.33% people strongly disagree and 26.66% people disagree with the management of time management in the Learning Management System. Respondents hoped that there would be a time-sharing system and timeliness in the Learning Management system and that it would be accessible to students. Application of just-in-time learning is show in Figure 7.

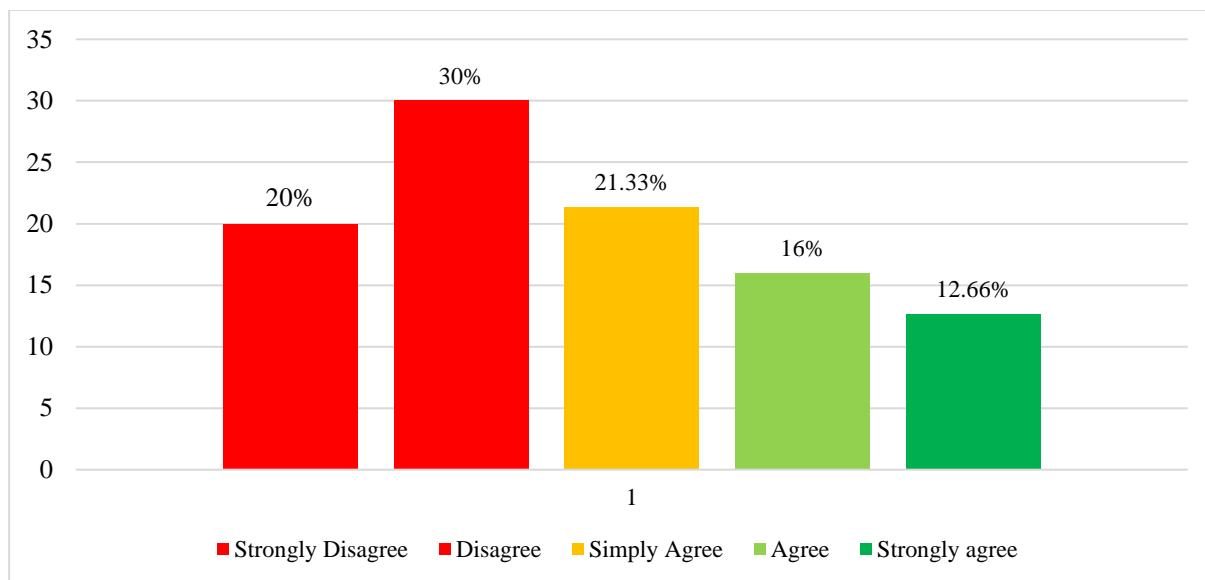


Figure 7. Application of Just-in-Time Learning

Figure 7 shows that respondents assess that the process of implementing learning using the Learning Management System is not optimal. Respondents provided assessments, of the 150 people who responded, 20% of people strongly disagreed and 30% of people said they disagreed with the implementation process. Implementation obstacles arise because the preparation process is not carried out thoroughly and contains all the learning tools that will be used in the Learning Management System. Teachers still don't have modules, teaching materials, or materials outlined in the Learning Management System. This is deemed necessary for the smooth implementation of learning through media. Implementation of material via easy online media is show in Figure 8.

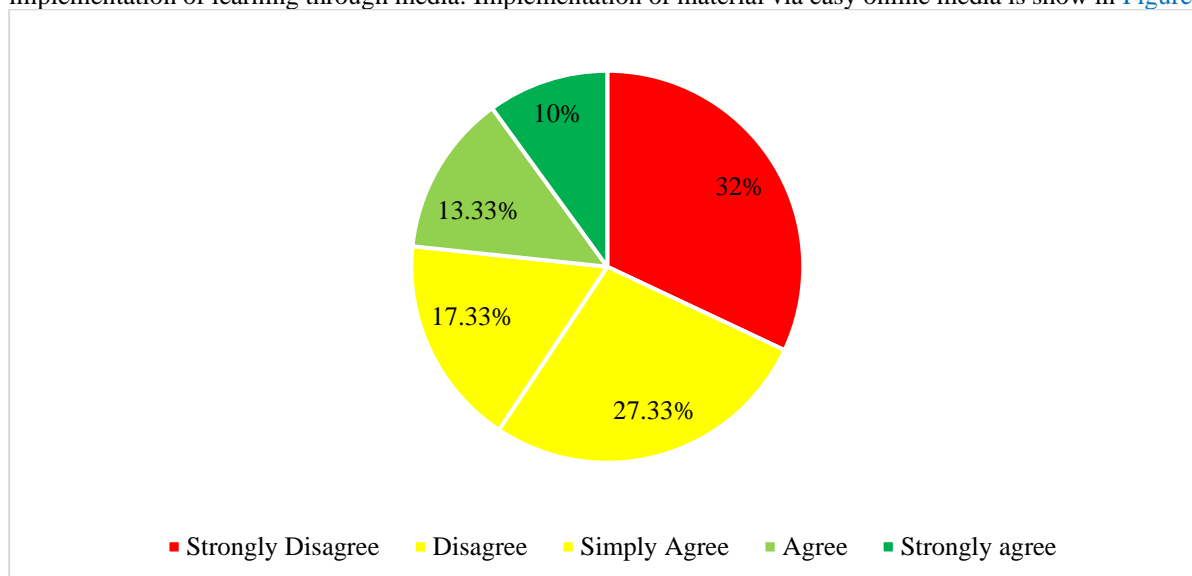


Figure 8. Implementation of Material via Easy Online Media

Base on Figure 8, respondents thought that the application of lecture material through the help of the learning management system used was less efficient. Based on Figure 8, it can be seen that out of 150 respondents, there are 32% of people strongly disagree, and 27.33% of people disagree with the application of lecture materials and communication through learning management system media. When the research conducted interview sessions,

respondents did not mind if learning used a learning management system. However, the informants thought that they hoped that the material studied had been included in the system management learning media before the lecture started. Effective online learning model is show in Figure 9.

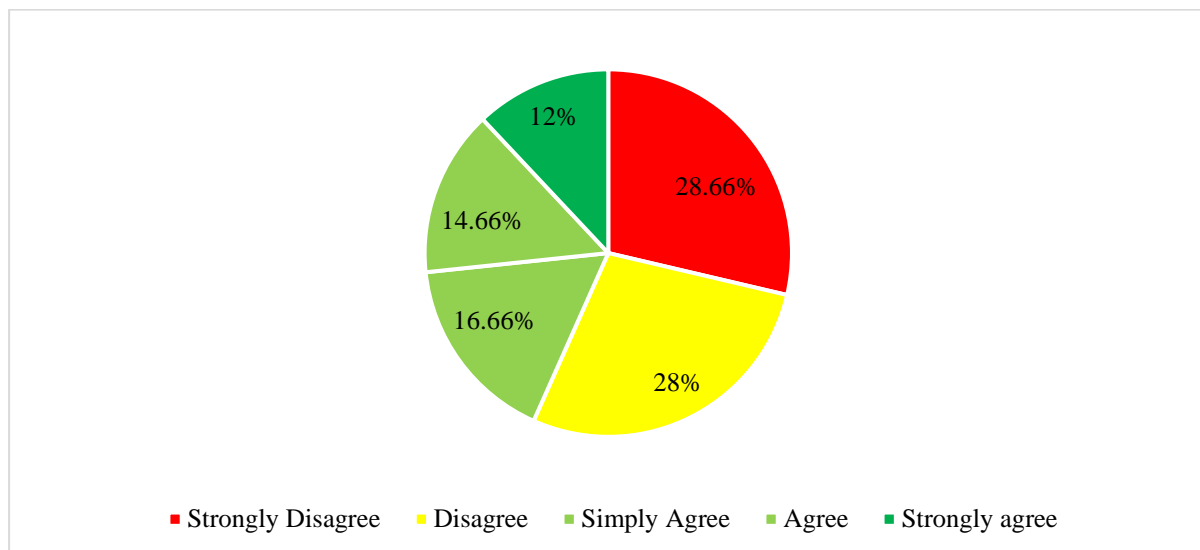


Figure 9. Effective Online Learning Model

Base on Figure 9, the form of analysis and evaluation in the learning process has not gone according to expectations. This is because the form of analysis used and the form of evaluation used are not visible in the online learning system carried out in the course, this was also conveyed by the informants during interviews. The interviewees thought that no evaluation was given in the learning process if it was online. Based on Figure 9, there are 28.66% of people and 28% of people who strongly disagree and disagree with the form of analysis and evaluation carried out by lecturers through online learning. The resource person during the interview hoped that there would be a system analysis process and development of system use to make it better.

Discussion

The findings from the results of this study are in line with the findings of previous research said that the utilization of the learning implementation process with the help of a learning management system has not been maximized in higher education (Alturki & Aldraiweesh, 2021). The use of online media and combining several learning models is not currently effective and efficient. Although the findings are that the material prepared by the lecturer can be accessed easily by students. However, educators must validate learning tools in the online Learning Management System, namely by preparing a structured learning process plan that is easy for students to understand. This has not been fully assessed by students. Another impact is that students cannot achieve what is expected from the material taught, this creates new problems and results in less-than-optimal achievement and learning outcomes (Afriza, 2022; Hanifah et al., 2022).

In the interview session, the informant thought that the time needed to prepare a learning implementation plan was very limited and lecturers had limitations in utilizing information and communication technology in the learning process in system management learning. This becomes an obstacle in the learning process using Zoom, Teams, and Google Meet media which are not prepared carefully and equipped with materials that are easy to understand. This is in accordance with the theory, the lack of thorough preparation has an impact on the readiness of implementing learning in learning management systems (Al-Mamary, 2022; Raković et al., 2022; Ziraba et al., 2020). This is one of the causes of the course learning process not running smoothly and having a negative impact on achievement and class management by lecturers. Inadequate material preparation creates new problems for students' ability to understand and obtain learning outcomes in courses (Ariono et al., 2022; Muharto et al., 2019). Inappropriate visual aids can be an obstacle in the implementation of course material. The lack of precise tools used in implementing learning has a negative impact on understanding and improving student learning outcomes. During interviews with informants, many found it difficult to measure their abilities because the measuring instruments used in the material presented by the lecturers were not in the Learning Management System. Previous theory says that rubrics and assessment instruments must be prepared before the implementation of learning begins (Shipman et al., 2012). This aims to support and develop the learning improvement process so that it is more effective and more efficient and easily understood by students in the subjects being studied. Evaluation is a way

to find out the obstacles and difficulties in understanding the material studied in courses that have been taken by students (Akeed et al., 2022; Sone, 2021).

The time that is set and used in the system will have an impact on student learning discipline. From the results of interviews with the informants, they argue that the current system is not in accordance with what is expected. Lecturers are not yet perfect in using and preparing the Learning Management System for the learning process (Ibrahim & Alamro, 2020; McComb & Jablokow, 2022). The learning model used is also not perfect and has not attracted students' interest to study more actively. The material studied by students is still in the difficult category to understand and consequently has an impact on the smooth running of the learning process which is not effective. This is in line with opinion state that the media used must continue to be developed. Respondents also hoped that lecturers would be able to put evaluation forms into the Online-based learning management with the aim that students could measure and prepare themselves for what they did not know or had not mastered. This is in line with the opinion state that every lesson must be evaluated and analyzed for its constraints and difficulties by preparing measuring instruments (Harpe, 2015).

The lecturer also assessed that student had not prepared lecture material and presented it in the Learning Management System in the form of teaching modules. Students also assessed that setting lecture times and being consistent with the implementation of the time specified in the Learning Management System was mandatory. all, both students and lecturers, lecturers have not prepared assessment indicators and assessment rubrics in the Learning Management System, lecturers have not prepared evaluation forms, Exact Learning Implementation has not been carried out with Time, it has warped (Al Shammari, 2021; Ferdianto & Dwiniasih, 2019). Material Learning Implementation through the Online-based learning management and Problem analysis as well the process of evaluation and assessment of learning has not been carried out properly. This is considered very necessary if using the Online-based learning management as a tool in the learning process. Previous research said that the assessment process and evaluation process must be prepared properly and correctly before implementing learning to students (Syakur, 2020). However, the facts in this study found that the assessment process was not well prepared and the form of evaluation was not in the learning management system used. This finding contradicts previous findings which said the assessment and evaluation process was optimal (Laho, 2019).

Through this research, students are also given training in using the learning management system and the impact is to increase students' understanding in using and operating the learning management system. This research has implications for improving the learning process when using an online-based learning management as a tool in delivering material to students. Another weakness and recommendation from this research is that the research does not develop a learning model when using a learning management system. It is hoped that in future research there will be research that develops appropriate models to be used in the learning process in higher education when using a learning management system. This research suggests that each lecturer can prepare measuring tools in the form of instruments to analyze students' understanding abilities and difficulties during the learning process using the Learning Management System.

4. CONCLUSION

In conclusion, the obstacle to implementing the use of the Learning Online-based learning management is the lack of readiness for learning tools. Preparation of learning tools must be prepared as well as possible, starting from learning implementation plans, teaching aids, assessment instruments, assessment rubrics, materials in the form of modules or teaching materials, and evaluation forms and everything is contained in the Online-based learning management. Lecturers must also create learning projects and videos related to the subjects taught. Lecturers must also create a form of evaluation in the form of an instrument for measuring the learning process using the Learning Management System for each material taught. This research means that lecturers play an active role in preparing material in the form of modules and teaching materials prepared by the lecturers themselves, lecturers also prepare assessment indicators that are appropriate to the courses taught by the lecturers.

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