

## Online Learning Activities During the Covid-19 Pandemic

Markuna<sup>1\*</sup> 

<sup>1</sup> Sekolah Tinggi Agama Islam Al Furqan Makassar, Makassar, Indonesia

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### ABSTRAK

*Dampak pandemi COVID-19 berdampak pada kondisi psikologis dan berdampak pada sistem pendidikan di Indonesia. Penelitian ini bertujuan untuk menganalisis kegiatan pembelajaran online pada masa pandemi Covid-19 di Jurusan Tarbiyah. Penelitian ini menggunakan metode deskriptif dengan pendekatan kualitatif dengan informan yang terdiri dari dosen dan mahasiswa. Jenis data yang dikumpulkan merupakan data sekunder berupa hasil-hasil penelitian dari berbagai artikel, sumber pustaka dan dokumen serta kalimat penjabaran dari jawaban subjek penelitian yang dilakukan dengan wawancara. Instrumen penelitian terdiri dari pedoman wawancara. Teknik yang digunakan untuk menganalisis data yaitu analisis deskriptif kualitatif dan kuantitatif. Hasil penelitian yaitu pembelajaran yang dilakukan pada masa pandemi Covid-19 di dinas pendidikan menggunakan model online dengan aplikasi berupa V-class, Zoom, WhatsApp, Telegram, Google Kelas, Youtube, Facebook, dan Messenger. Pelaksanaan pembelajaran online berjalan dengan lancar, meskipun dirasa kurang ideal. Hasil belajar siswa bervariasi, mulai dari kurang memuaskan, sedang hingga baik. Kendala yang dihadapi mahasiswa dan dosen dalam pembelajaran online antara lain ketersediaan kuota internet, jaringan yang tidak stabil, dan alat pendukung seperti gadget dan laptop. Pembelajaran online dinilai efektif jika diterapkan di masa pandemi COVID-19, namun diperlukan model yang lebih variatif agar tetap menarik jika digunakan dalam jangka panjang.*

### ABSTRACT

The COVID-19 pandemic impacts psychological conditions and impacts the education system in Indonesia. This study aims to analyze online learning activities during the Covid-19 pandemic in the Tarbiyah Department. This study uses a descriptive method with a qualitative approach with informants consisting of lecturers and students. The type of data collected is secondary data in the form of research results from various articles, library sources, and documents and elaboration sentences from the answers of research subjects conducted by interview. The research instrument consisted of an interview guide. The technique used to analyze the data is descriptive qualitative, and quantitative analysis. The research results are learned during the Covid-19 pandemic using an online model with V-class, Zoom, WhatsApp, Telegram, Google Class, Youtube, Facebook, and Messenger. The implementation of online learning runs smoothly, although it is not ideal. Student learning outcomes vary, ranging from unsatisfactory moderate to good. Constraints students and lecturers face in online learning include the availability of internet quotas, unstable networks, and supporting tools such as gadgets and laptops. Online learning is considered adequate if applied during the COVID-19 pandemic, but the required model is more attractive if used in the long term.

## 1. INTRODUCTION

Education is the most important thing in life because every human can develop in education. In general, education means an educational process in developing each individual to live and carry out life (Kalyuga, 2012; Shahroom & Hussin, 2018; Swalwell & Payne, 2019). Education is first obtained in the family environment, school environment, and community environment (Mifsud et al., 2021; Özkan Yıldız & Yılmaz, 2021; Tong et al., 2021). The importance of education as an effort to be carried out consciously is useful for adding all kinds of knowledge, insight, and experience in navigating and determining life goals to have a broad view of a better future. Education will create a person who has quality and character. He has

\*Corresponding author

E-mail addresses: [markunalaluna@yahoo.com](mailto:markunalaluna@yahoo.com) (Markuna)

a broad view of the future to achieve an expected goal and can adapt quickly and precisely to various environments (de Bruin, 2019; Kalyuga, 2012; Mahmoudi & Majd, 2021).

Currently, learning activities have shifted to online learning. This is due to the COVID-19 pandemic (Handayani et al., 2020; Maulana & Iswari, 2020). Based on a circular issued by the government on March 18, 2020, all indoor and outdoor activities in all sectors are temporarily postponed to reduce the spread of the coronavirus, especially in the education sector. On March 24, 2020, the Minister of Education and Culture of the Republic of Indonesia issued circular letter number 4 of 2020 regarding the implementation of education policies in the emergency period of the spread of Covid-19 (Prawiyogi et al., 2020; Shodiq & Zainiyati, 2020). The circular explains that the learning process is carried out at home through online/distance learning to provide a meaningful learning experience for students. (Arizona et al., 2020; Mulyani, 2020; Simamora, 2020).

STAI Al Furqan Makassar is one of the universities that implement this policy. The policy made by the leadership of STAI Al Furqan Makassar regarding online learning is carried out to reduce the graph of the spread of Covid-19, which is increasing day by day. However, online learning has obstacles that students feel. Some students think that online learning has a more serious difficulty than conventional learning. It is coupled with demands for internet quotas that must always be available. It is the biggest difficulty faced by students. Another obstacle faced is the poor internet connection and learning devices such as laptops. Students feel that the level of understanding of the material is relatively better in the face-to-face lecture process directly in the classroom. Another obstacle is that not all lecturers and students are ready to operate the online learning system quickly, including preparing lecture materials digitally.

Based on this, teachers must plan online learning activities well so that the obstacles faced by students are reduced (Coman et al., 2020; Jiang et al., 2021; Rizal et al., 2020). Online learning connects learners with their learning resources (databases, experts/instructors, libraries) who are physically separated or even far apart but can communicate, interact or collaborate (directly/synchronously and indirectly/asynchronously) (Fauzi & Sastra Khusuma, 2020; Kimkong Heng & Koemhong Sol, 2020; Singh & Thurman, 2019). One of the free and familiar applications applied is the Google Classroom application. Online learning that is applied using Google Classroom media allows teachers and students to carry out learning without going face-to-face in a class by providing learning materials (in the form of PowerPoint slides, e-books, learning videos, assignments (independent or in groups), as well as assessments (Haka et al., 2020; Mahitsa & Mahardini, 2020; Setiawan & Ari Oka, 2020; Suhery et al., 2020).

Teachers and students in this application are possible to interact through discussion forums (streams) related to material problems and the course of interactive learning (Al-Marroof & Al-Emran, 2018; Nainggolan & Manalu, 2021). The Google Classroom application has included Google Meet, making it possible to conduct video teleconferences. Based on the results of research studies, using google classroom media is quite effective (Daniati et al., 2020; Maharani & Kartini, 2019). The results of other studies reveal that the effectiveness of learning is influenced by the ease, usefulness, and quality of Google Classroom services (Alimin & Saad, 2019; Amrina & Sundari, 2021).

Besides Google Classroom, another application that is widely used is Edmodo. This application is almost the same as Google Classroom, which is equipped with interesting features such as polls, grade books, files and links, quizzes, libraries, assignments, award badges, and parent code (Suriadhi et al., 2014; Yanti et al., 2019). Edmodo has the advantage that it can be monitored by parents simultaneously, so it is very suitable for use for elementary to middle-class students who need more control from teachers and parents (Sudewa et al., 2021; Utami et al., 2021). In addition to the two previous classically applied platforms, there are 12 (twelve) platforms that can be used as free online learning resources and can be freely accessed by students and teachers during the Covid-19 pandemic. Online learning is an educational innovation to answer the challenge of the availability of varied learning resources.

The advantages of doing online learning, one of which is increasing the level of interaction between students and lecturers/teachers, learning can be done anywhere and anytime (time and place flexibility), Reaching students in a broad scope (potential to reach a global audience), and simplify the refinement and storage of learning materials (easy updating of content as well as archivable capabilities) (Coman et al., 2020; Darmaji et al., 2019; Schmitz et al., 2021). Other research also states that the advantages of using online learning are independent learning and high interactivity, can improve memory levels, and provide more learning experiences (Jiang et al., 2021; Syarifuddin et al., 2021). Other research findings also state that online learning provides convenience in conveying information to students (Kimkong Heng & Koemhong Sol, 2020; Singh & Thurman, 2019). It makes teachers design good online learning so that online learning can be maximally successful. This study aims to analyze online learning activities during the Covid-19 pandemic in the Tarbiyah Department.

## 2. METHOD

This research was conducted using a descriptive and qualitative literature study approach. Qualitative research is used concerning Sugiyono's opinion (Sugiyono, 2016). Metode penelitian kualitatif merupakan metode penelitian naturalistic karena penelitiannya dilakukan padakondisi yang alamiah (natural setting), dan data yang terkumpul dianalisis secara kualitatif (Sugiyono, 2016). Qualitative is considered relevant to describe the current conditions and becomes the background for research, namely online learning during a pandemic. The type of data collected is secondary data in the form of research results from various articles, library sources and documents, and elaboration sentences from the answers of research subjects conducted by interview. The subjects and objects in this study were students and lecturers in the Tarbiyah department at the Al Furqan Islamic High School Makassar using the snowball throwing technique. The research instrument consisted of interview guidelines conducted online through the WhatsApp application. The instrument grid is presented in Table 1. The technique used to analyze the data is descriptive qualitative, and quantitative analysis.

**Table 1.** Interview Guide

No	Statement	Instrument Type
1	How is the implementation of learning activities in the Tarbiyah Department of Al Furqan Islamic High School Makassar after the Covid-19 pandemic?	Interview guidelines
2	What types of applications do lecturers use when carrying out online learning activities?	
3	How is the implementation of online learning using the application?	
4	How are student learning outcomes when learning using online media?	
5	Do you think online learning is effective?	

## 3. RESULT AND DISCUSSION

### Result

During the Covid-19 pandemic at the Tarbiyah Department, Al Furqan Islamic High School Makassar, learning was entirely carried out online, both synchronously (directly) and asynchronously (indirectly). Students can study as usual through online learning and not miss lecture material because the time is more flexible. However, students do not feel fully welcome in online learning because some think that online learning has a higher difficulty level than conventional learning. It is coupled with the demand for internet quotas that must always be available. It is the biggest difficulty experienced by students. Another obstacle faced was the poor internet connection where the students lived and learning devices such as laptops. Students feel that the level of understanding of the material is relatively better in the face-to-face lecture process directly in the classroom. Another obstacle is that not all lecturers and students are ready to operate the online learning system quickly, including preparing lecture materials digitally. This research was conducted on lecturers and students through interviews using Whatsapp. The first informant is a 4<sup>th</sup>-semester student taking an educational research methods course.

Based on the interview results, it can be seen that before the Covid-19 pandemic, the learning process in the courses he taught was already earned with a proportion of 36% face-to-face in the classroom and 64% using the Google Classroom platform. After the pandemic period, all learning is done online. The main application used is Google Classroom, plus YouTube and other platforms to create quizzes such as Quiziz. According to him, online learning conditions are not as ideal as face-to-face learning: unstable internet connection and student motivation to learn become obstacles in the online learning process. However, most students became more active in the lecture process. The advantage of the online learning model compared to conventional models is that lecture times are more flexible. Although the level of effectiveness can not be measured with certainty, online learning is felt to be effectively seen from the acquisition of student scores. Student learning outcomes are marked by 64% of students who get a B (Good) grade. The obstacle faced apart from internet access, which is not the same in every place, is the intrinsic motivation in students. The third informant is a second-semester student taking a Learning Evaluation course. The interview results showed differences of opinion between one informant and another regarding the questions posed by researchers regarding learning activities during the Covid-19 pandemic.

Based on the interviews with five informants, information was obtained that the applications used during the lecture process were quite diverse, including Vclass, meet Unsil, zoom, WhatsApp, telegram, google classroom, youtube, Facebook, and even messenger. In addition, the location and geographical

conditions of student residences sometimes make the internet connection poor. It interferes with the audio and display/visualization of teaching materials on the screen of the device/laptop. In addition, some informants considered online learning to be less effective because several applications with smooth connections sometimes waste quota. Student learning outcomes vary, ranging from unsatisfactory moderate to good. Two students said their learning outcomes were less satisfactory because less material was understood than in face-to-face learning in class. One informant said that the learning outcomes were good, and online learning contributed to the habituation effort in using online applications, which is likely to develop further in the future. According to one lecturer informant, the online learning model more or less plays a role in the achievement of final grades in the courses he teaches, with the majority (60%) getting a B (Good) score. The students with sufficient final achievement (C) are less active in the learning process.

According to him, with online learning, students' confidence to ask questions or give responses is higher than in face-to-face. However, the level of effectiveness can not be measured, so the significance is not clear. Meanwhile, another opinion was expressed by two informants. The first statement, "This learning model is not effective because several courses such as practicum are difficult to understand when implementing online learning," and the second statement, "Online learning is less effective due to several obstacles. The material obtained is less understandable, especially in practical courses. Especially with the large number of students causing less control over learning and supervision". If applied long term without being interspersed with other learning models, online models can lead to boredom.

Apart from being effective to some informants, the online learning model is also inseparable from the obstacles both lecturers and students face. The informant's statement regarding the obstacles faced in online learning are as follows: The first statement, "Quota to buy, assignments that always pile up, because the situation at home is different so the focus must be divided, understanding is conveyed but not so directly so that it must be reviewed independently," Second Statement, "The obstacle faced apart from internet access which is not the same everywhere, is intrinsic motivation in students," Third Statement, "Quota, network, obstacles in the application, sudden schedule changes," Fourth Statement, "Constraints faced include: signal, and internet quota which is still not sufficient for all students." Fifth, "obstacles of supporting practicum equipment such as laptop PCs, etc., constraints on internet package quota limitations, difficulties with internet network at home." Constraints students and lecturers face in online learning are internet quotas, sometimes unstable networks, and supporting tools (devices and laptops). In addition, the obstacles found were when students had to face conflicting schedules due to sudden schedule changes. The characteristics of online learning made some students divide their concentration because they had to take several lectures at once. Another obstacle in online learning is the motivation that arises themselves. It is not uncommon for students to only attend to show attendance and then carry out other activities unrelated to lectures.

## Discussion

Online learning in the Tarbiyah Department of the Al Furqan Islamic High School Makassar was used before the Covid-19 pandemic. Several lecturers have done blended learning by combining face-to-face with virtual face-to-face. Online learning is carried out by lecturers either directly (synchronous) or face-to-face (asynchronous). Every lecturer uses at least two applications, namely Google Classroom and WhatsApp, because they feel the most practical and have minimal quota compared to other applications. The results of previous studies also state that google classroom can effectively be used in online learning (Haka et al., 2020; Mahitsa & Mahardini, 2020; Suhery et al., 2020). Other research findings also state that Google Classroom is very easy to use in online learning (Al-Marroof & Al-Emran, 2018; Nainggolan & Manalu, 2021; Setiawan & Ari Oka, 2020). Other research also states that WhatsApp is effective because it only requires less quota than other online applications (Daheri et al., 2020; Fauziyyah, 2019).

Online learning has several characteristics: first, teaching materials are presented in text, graphics, and various multimedia elements. Learning media such as multimedia can make it easier for students to understand the material (Noverdika, 2021; Pranoto, 2021; Sagita et al., 2021). Second, communication is conducted simultaneously through video conferencing, chat rooms, or discussion forums. Video conferencing can explain the material that students have not understood (Christian & Ariani, 2018; Nonthamand, 2020). Third, it is used for learning in a virtual time and place. Fourth, various CD-ROM-based learning elements can be used to improve learning communication. Fifth, teaching materials are relatively easy to update. Sixth, increasing interaction between students and facilitators. Seventh, it Allows forms of formal and informal learning communication. Eighth can use a wide variety of learning resources on the internet. Other research also states that this makes it easier for students to learn (Coman et al., 2020; Jiang et al., 2021; Singh & Thurman, 2019). The implementation of online learning in the geography education department is running smoothly. However, it is felt that most lecturers and students are less than ideal compared to conventional face-to-face learning.



Communication that is sometimes not done simultaneously makes some students find it difficult to ask questions during the learning process. The communication is not smooth. It causes the material to be difficult to understand, especially the practicum courses (Coman et al., 2020; Hamid et al., 2020). It was added by one of the informants who said that the lecturers were more focused on giving assignments than material. According to him, with online learning, students' confidence to ask questions or give responses is higher than in face-to-face. The online learning system's success depends on several components, including students, lecturers, learning resources, and information technology (Kimkong Heng & Koemhong Sol, 2020; Singh & Thurman, 2019). These components are integrated actually to produce quality student graduates as well. Some informants judged that online learning was effective when applied during the COVID-19 pandemic because it was related to health protocols.

#### 4. CONCLUSION

The implementation of online learning runs smoothly, but it is felt that most lecturers and students are less than ideal compared to conventional face-to-face learning. Student learning outcomes with online learning vary from unsatisfactory moderate to good. Constraints students and lecturers face in online learning are internet quotas, sometimes unstable networks, and supporting tools (devices and laptops). A more varied online learning model is needed as an alternative that can be used in the future so that learning remains interesting and education goals, in general, can be achieved.

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