Survey Online Learning in the Pandemic Time of Covid-19, Case Study at Universitas Kristen Indonesia

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ABSTRACT

This study aims to determine the implementation of online learning and the obstacles that faced by lecturers and students at the Universitas Kristen Indonesia during the Covid-19 pandemic. Changes to online learning nationally are new in Indonesia, including at the Universitas Kristen Indonesia. So far, face to face learning dominates. Online learning at UKI was done briefly and partially, without proper preparation, socialization and provision to lecturers and students. Respondents who contributed to the online learning survey at UKI were 621 students and five lecturers. The findings showed that what was conducted on students and lecturers, turned out that there were no optimal supporting media to facilitated online learning, student quota was limited, students were also bored with online lectures. Some students did not have the media necessary for online learning. From the lecturers' side, it turned out that not all lecturers understood using the Teams media, zoom and also did not understand the features in it. The positive thing that students get from online learning: more courageous in communicating with fellow students and lecturers. The obstacles that detected are followed up by helping lecturers and students, providing quota assistance for students, tuition fees were paid with lenient payments, providing assistance from alumni and other assistance to support the students. And, for lecturers, assistance was provided even though the implementation was partial.

Introduction

Nizam, Belawati (2020: 6)1, explain that *"Pembelajaran Daring Indonesia Terbuka dan Terpadu (PDITT)"*, which was initiated in 2013, to serve the "underserved", taking advantage of the use of large universities that are generally in Java by providing quality learning services for students throughout Indonesia "As well as the Ministry of Education and Culture Regulation No. 7 of 2020, that PJJ can be done at the university level only with the Chancellor's permission and the consideration of the university senate. Furthermore, to conduct *"Pembelajaran Jarak Jauh (PJJ)"*, it can be done if the Program is accredited A. This shows, to do online learning must pay attention to regulations, as well as the cooperation with universities that meet the specified standards.

The Covid-19 Pandemic period, changed learning activities at all levels of education to be carried out online, which took effect since March 2020. Officially enforced by referring to circular number 4 of 2020(2), from the Indonesian Minister of Education. Not only online learning, but work and work product activities are also carried out at home, to avoid the spread of covid-19.

Before the Covid-19 pandemic, 95% of learning at the Universitas Kristen Indonesia (UKI) was carried out conventionally face-to-face, 5% was conducted using blended learning in administration master study program, while still following the applicable national regulations, where online content was below 50 % 3.Blended learning also enables more authentic, by allowing individuals to learn, recall, and apply what they've learned when and where need to content and perform their work. Blended learning campaigns, and their associated resources, provide the ability to create personal learning paths, allowing individuals to assess their own needs and make informed decisions about how and what to learn. Although the initial implementation is not easy,

over the time activities with online learning in the education administration study program become more optimal. Pandemic covid-19, makes learning that has been conventional for a long time must change and the changes are closely related to the perspective of lecturers and students in carrying out the ongoing learning, which causes panic, and maybe confused about what should be done. The transformation of teaching and learning in a digital age presents a dramatic challenge of innovation and change for the majority of conventional universities. Higher institutions throughout the world have undergone changes to innovate teaching and learning processes by implementing infrastructures for educational technology and development and organizational support structures for students and faculty. A question how UKI anticipate the change in learning that occur.

Applying online learning is something new in Universitas Kristen Indonesia's environment. How do students - lecturers do online learning? What are the obstacles that are faced by students - lecturers in implementing online learning?

Literature Review

Universitas Kristen Indonesia is 67 years old now. And, as a private university, it was built on the commitment of stakeholders who are called to care about education in Indonesia which is based on Pancasila and Christian values. The Christian University of Indonesia (UKI) is one of thousands of universities in Indonesia, and is located in the center of Jakarta. This institution tends to provide services and problem-solving in business problems which is not given enough attention. Until now the use of technology for learning has not been optimal.

Picciano, (2019), online education is defined as all forms of teaching and learning using the Internet. It refers to the plethora of names and acronyms that have evolved over the past two decades including: online learning, e-learning, blended learning, web-enhanced learning, hybrid learning, flipped classrooms, MOOCs (massive open online courses), and adaptive learning. Belawati (2019) said that online learning, not only consist of online learning material, but there is also an online teaching and learning process.

Still in Belawati, interaction in online learning is not only an interaction between learners and teachers, materials, and other learners, but also with the learning system used. Dunwill in Belawati (2019), explains that in online learning, there are: 1. Student-teacher contacts 2. Collaboration between learners; 3. An active learning atmosphere 4. Quick feedback; 5. Achievable learning objectives 6. Respect for differences. These six aspects are of concern in the online learning process. Apart from these indicators, there are things that are important. Souma Alhaj Ali (2020), Reflections on Lessons Learned During the covid-19 Pandemic Quality of Online, Smart, and Technology enhanced Education.

Figure 1. Reflections on Lessons during Covid-19

The main part of Ali's discussion is about teaching and learning material. In the learning process, the material that is going to be delivered must be understood completely. How to explain teaching and learning material introduce, assess and reinforce new concepts and skills. Clearly presented, relevant, logically structured and sequenced Build on and reinforce prerequisite concepts and skills. Uys Philip and Douse Mike (2020), digitization has changed, and is continuing apace further to change, both the nature and aspirations of education objectives and the means and enjoyment of their achievement. The society in which the teachers and learned operate has altered radically- and will be characterized by on-going alteration. Similarly, the ways in which the transmission of information (and the terrifyingly wondrous vastness of readily-available data out of which skilfully, such information may be derived) and the sharing of ideas and the stimulations of creativity may be and achieved manifest a fresh educational era- a transition as epoch-shattering as that from feudalism more than from feudalism to capitalism. The participative connectedness of all learners is something more than enabling development: it is development. But it has yet, with universally enhancing equity-accomplishing or profoundly humane consequences, to occur.

"Universitas Terbuka" (UT) in Indonesia is an institution that has the opportunity to do distance learning using technology, it has been pioneered since 1986. From experience, it can be ensured that UT is very ready with the current conditions. Along with the advancement of technology, the government provides equal opportunities for state and private colleges, as long as it meets the requirements set by the government. Guidelines for "Pembelajaran Jarak Jauh (PJJ) in 2016, is explained that the procedures for the implementation of PJJ, can be done in several ways: (1) the implementation of distance learning is done face to face and the implementation. Distance learning activities are conducted under 50% of the number of courses conducted remotely.

Therefore, educational institutions in Indonesia currently have the same opportunity to implement PJJ, if the specified requirements can be met. Different nations and educational systems are responding differently to the macro process of digitalization. Some national systems are more advanced and ahead on the road by making the digitalization of teaching and learning a strategic goal for development and innovation already over a decade ago. Students perspective for online learning: (1) missing the old normal and a sense of community, (2) Being present is more than having the camera turned on, (3) Substance over style matters when it comes to content, (4) Consistency across platforms, (5) Action speak louder than voice and (6) Focus on attitude, therefore, students must be aware that there are change in the online learning process.

Pandemic covid-19 policies related to learning have changed. Since March 2020, the government has issued a circular letter allowing all levels of education to learn through online (distance learning). Some of the educational institutions at the primary to secondary level received assistance from the government to join the server facilitated by government. UKI, as a private institution, is trying to make a breakthrough, so that learning can be continued, without reducing the quality of learning, even though there is no well-planned preparation. However, partially, there is an effort to be able to accommodate the regulations that were imposed suddenly due to the situation.

Online learning is one solution for running the education activities. As stated by Uys Philip and Douse Mike (2020) in a review of their book "One World one school". There has been a very fundamental change in the scope of education. Learning using technology makes it easier, for example, not all learning materials have to be printed, meaning that it can save a lot of paper.

Likewise, subject matter can be sent with technology.

It can be concluded, online learning that occurs at all levels of education, including at the higher education level, is a process that should be prepared early on. The Covid-19 pandemic has made the learning process experience into a total change, and requires infrastructure support that can accelerate learning objectives.

Methodology

The research objective is to determine the implementation of online learning at the Universitas Kristen Indonesia. The population of student and lecturer respondents at the Christian University of Indonesia. Conducted by survey and data obtained by questionnaires and interviews. The questionnaire was filled out using google form from 23-30 June 2020.

Data Analysis

Characteristic Respondent

Students who attend education program in Universitas Kristen Indonesia are from various regions in Indonesia, 20-25% from areas that are left behind and far from technological advances. Studying at UKI is due to scholarship assistance, cooperation between institutions and institutions that care about education. 10-15% of scholarship students are with less well-established economic backgrounds. 75% of the expenses (residence, natuna and tuition fees) are paid by the unit institution that recruits respondents who have initiated cooperation with UKI. This is done as a manifestation of the institutional commitment to provide education to people in disadvantaged areas.

Students who become the samples in this study are students from 33 study programs in UKI. There are several study programs that did not contribute, without reducing the meaning of conducting the survey. Universitas Kristen Indonesia, has 33 study programs. And, those who contributed to this survey were represented by 24 study programs with a total of 621 respondents.

Results

From Lecturer Perspective

This survey was strengthened by conducting interviews with full-time UKI lecturers. The findings include: (1) students are not ready for changes to the online sharing model, (2) some students are from regions and do not have adequate facilities or equipment to use teams, (3) the network is not optimal in several areas in DKI, and (4) Harjono Dhaniswara and Sitepu (2020), 42% of lecturers do not understand the features of MS 365, 87% say they need help for developing online learning, students experience economic difficulties, making it difficult to meet online learning needs, 87% of lecturers say it is necessary to assist for the development of online learning, 54% of lecturers admit that they already understand how to use online learning. The lecturers' opinions regarding students who take online learning include: 49% of their students can take part in online learning. 46% of lecturers experience problems in implementing online learning. Implementation online learning in program magister administration education since 2018/2019. Real situation, lectures need to be more skilled in doing online leaning.

From Student Perspective

The results of the Harjono and Sitepu survey (End of March 2020), the experience of lecturers and students for 2 weeks doing online. The findings include: 52% of lecturers have problems using online media during learning, lecturers in implementing learning use WA and email, without interactive communication. Students complained that they preferred staring even though it was only virtual, because there was material that could not be understand if it was only sent via WA, economic constraints. This condition provides an illustration, the quota that is needed for online learning exceeds the quota they have been using regularly. Students also stated that they preferred face to face. Limited time to socialize, makes

students less motivated. The main constraints when learning with the online model include: if students do not have the motivation to learn independently it can lead to boredom, limited economic conditions can cause the facilities needed to conduct interactions become unavailable, not to mention parents who do not understand online learning. One time the lecturer was doing online learning, because the speaker was not muted, a conversation between students and parents was heard. Parents called their children to help with the work, the children (students) answered that they were still online / studying with lecturers. This shows that they do not have the same perception about online learning. The results revealed that perceived usefulness, course quality and system quality influences students' satisfaction. Moreover, system quality was the major factor that influences satisfaction. Moreover, system quality was the major factor that influences students' satisfaction. The Lectures needs to collaborative with small group with students or with group facilitator.

This situation causes a change in behavior that is actually outside the wishes of humans in general still emphasizes face-to-face lectures. There is the impression that online lectures seem less serious, less prepared (both from lecturers and students). The covid-19 pandemic has forced institutions to take a stand and there are opportunities to conduct online lectures. With online lectures, activities between lecturers and students are not on campus, they can be done at home / in a boarding house according to the lecture that has been scheduled. After two months, there is a portrait of student life with online learning, such as: there was no signal, so it was not optimal in attending lectures, there were students who have returned to the region and there was no internet network, it was not optimal to take part in learning because they did not have a quota to interact, from the lecturer: there were lecturers who only use email and give assignments via WA. Even though students wanted online lectures through teams facilitated by the

university. Not to mention, there were lecturers that were used the teams for learning process after the middle exams. The university provides solutions by: providing internet quotas for students, providing postponement of payment of tuition fees, working with alumni and communities who care about students, so that students who are in boarding get help for their needs. This happened, because some of the students who live in the dormitories are scholarship students. Their life depends more on the institutions and institutions / organizations that facilitate their studies. UNESCO, Approximately 264 million children and adolescents are no in school and adolescents are not in school and this pandemic made this situation further worst. As the COVID-19 pandemic spreads, there has been an increasing move towards teaching online because of shutting down of schools, colleges and universities for an indefinite times as the only left.

From these findings, to carry out "Pembelajaran Jarak Jauh" (PJJ) needs to be designed and programmed by paying attention to the conditions and circumstances of the student. There are policy changes to be implemented, the most likely to do blended learning, namely: a combination of face-to-face meetings, programmed and well-designed online learning. So that the expected profile of graduates can be achieved.

UKI in total, conducts online learning from mid-March 2020 to the end of the semester of June 2020. This means that in total, online learning was done for all study programs. Initial finding, students admit there are obstacles in online learning 64% admit they still need help from friends for online learning (Harjono D & Ied Sitepu), 52% stated that the academic section facilitated the preparation of online learning, but only 42% were helped to understand the features available.

Constraints Faced in Doing Online Learning
The obstacles faced by students in doing learning by online, namely: signal, limited quota, not being

used to using online, the facilities owned by students are limited. 12 respondents said lecturers were not familiar with online.

Palimbong (2020), only 3% of Harapan Toraja Christian Vocational School students can participate in online learning optimally, others experience problems because they do not have an Android, do not have internet quota, have no internet network and do not have cell phone media. Constraints faced by students and students in the regions and city have the same character. So that SMK Kristen Harapan, returns to do offline learning by implementing Health protocols and limited face-to-face hours, to avoid the obstacles faced by students.

Figure 2. Constraints Faced by Online Learning Respondents
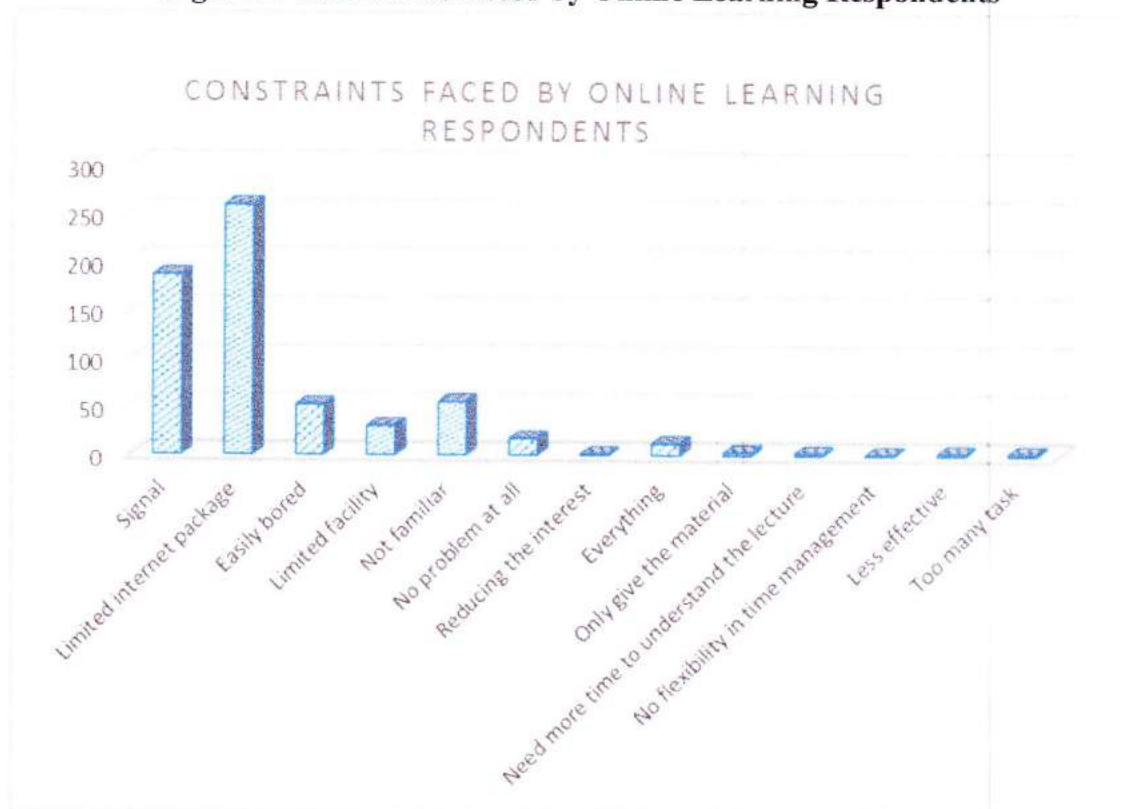
Things Obtained from Online Learning

## Figure 3. Things Obtained from Online Learning
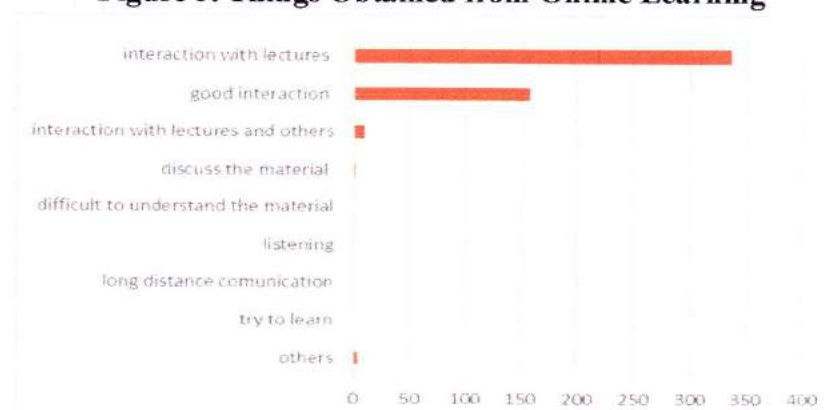
From Figure 3, 338 respondents stated that interactions occurred between lecturers, students and among fellow students, while 87 respondents stated there was interaction with friends and communicate better with colleagues/others students, stated by 158 respondents. As it turns out, online provide more open opportunity for interaction and communication. On the other hand, there is an increase in contact between schools students and parents and others adults when school are closed. The condition due to the pandemic-19 led to communication between students and schools, as well as schools and parents. Abuhammad's discussion reinforces the finding of this study. Respondents stated that there is communication and more intense interaction between lecturers and students and students with other fellow students.

Students in online classes are more satisfied when lecture encourage them to discuss and express their opinions after independently study their digital materials.

Respondents' Suggestion for Lecturers

Figure 4. Respondents' Suggestions for Lecturers
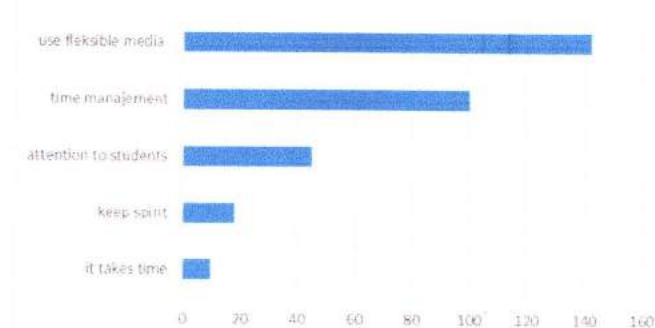
Respondents' suggestions for lecturers in online learning include: lecturers should listen to student complaints, lecturers use online media optimally, UKI provides internet quota to students, increases online meeting time, material is shared with students after teaching, more materials are made in various forms, like there is a video, and there is a response to the students. Meanwhile, the lecturer stated that: students do not understand, they are not supported by online facilities, students are bored.

Discussions

It is difficult to predict how long the Covid-19 pandemic will last. For that, it is necessary to prepare a more adequate infrastructure in terms of technology utilization. Such as: equipping lecturers and students with online programs that are easy to understand. Optimizing the use of technology with minimal payment, so that students and lecturers can optimize it as optimally as possible without reducing the quality of learning that takes place. For this reason, UKI is collaborating more intensely with tutors or optimizing existing units to produce quality online learning. What can be ascertained is that the PJJ which was carried out for the first time in mass users at UKI was quite good, moreover it was carried out urgently, not because it had been prepared. For this reason, improving and equipping lecturers with technological media is in accordance with developments and can meet student needs.

Online learning is not, not never should have been, deemed an overnight solution. Online learning requires institutional vision and investment, proper pedagogical training, thorough (contingency) planning, varied instructional design, technology-oriented learning outcomes, reliable infrastructure, and ample learner support. In online education, learners typically have more autonomy over their learning process than in traditional, campus -based education. This is especially so in Massive Open Online Courses (MOOCs), a specific form of online education. In

MOOCs, learners have the freedom to decide over the pace, place, and time of theirs learning. This autonomy provided to learners in MOOCs requires that's learners engage in self-regulated learning. Online courses are so much help full to upgrade the skills of workforce under graduate students, irrespective of their ages any human being can participate to enhance the skills and knowledge on the new technologies and gifted persons also can participate at their comfortable places and time learning from the online courses, upgrade skills, expertise's in new subjects, adopting new pedagogies, time management to complete assignments, participating in online discussion forum, improvement of listening skills by watching videos. So, online learning and courses provide opportunities to increase knowledge and be able to manage time and the ability to hone listening skills.

Online learning can certainly have both positive and negative impacts. The positive impact, students and lecturers try to use technology to establish communication and maintain interaction. So that learning can still be carried out according to the corridor. The negative constraints include: it is difficult for lecturers who are in an old aged to adjust to technological advances, students try to understand the situation and educational institutions such as UKI must continue to develop infrastructure for learning and provide provision for lecturers and students who are not skilled at using technology. Due to COVID- 19, higher education institutions transitioned to online learning. This study explored college students' perceptions of their adoption, use, and acceptance of emergency behavior control (ease of use of technology, self-efficacy, and accessibility), and cognitive engagement. Also, participants preferred face to face learning over online learning. This study presents suggestions on how to improve the acceptance of emergency online learning.

Conclusion

- Units related to learning need to prepare debriefing for lecturer and student.
- Online learning provides opportunities for respondents to communicate between lecturer, student and fellow student.
- Online learning needs to be continuously refined, so that the material presented is easy to understand.
- Learning material should be made interesting.
- Provide consultation time for learning outside online.
- Giving a certain amount of quota to students for online learning.
- Supporting media to facilitated online learning for student and lecturer.

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