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STUDENT AND LECTURER RESPONSE ON THE IMPLEMENTATION OF LINE LEARNING

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ABSTRACT

The purpose of this study was to describe the responses of students and lecturers to the implementation of online learning. The research data is in the form of the results of filling out a questionnaire containing closed questions and open questions related to the implementation of online learning. Data were collected by distributing questionnaires to 512 student respondents and 15 lecturer respondents. The results showed that both lecturers and students were not very happy with online learning. As for online learning that students prefer is synchronous online learning because students find it easier to understand learning material. Lecturers also prefer synchronous online learning because it is more flexible and can reduce the burden on lecturers. Even though online learning has been carried out, there are many obstacles faced by students and lecturers in implementing online learning. These constraints cause online learning to not be able to run effectively and fun, even it seems boring for students. Therefore, it can be suggested that learning can be carried out in a blended manner to minimize the obstacles faced.

INTRODUCTION

The world is currently "at war" against the Covid-19 pandemic, a disease caused by the novel coronavirus (n-Cov). The virus which allegedly originated from the city of Wuhan, China, has spread throughout the world so that on March 11, 2020, WHO declared this outbreak a global pandemic (Nuryana, 2020).

In Indonesia, Covid-19 first entered in early March 2020. Until now, this virus has spread very rapidly and many Indonesians have been diagnosed positively with Covid-19. As of May 19, 2020, there have been 25,216 Indonesian citizens who have been confirmed positive for the Covid-10 disease (covid19.go.id, 2020).

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The existence of the Covid-19 pandemic certainly greatly affects the lives of people in Indonesia, be it from an economic, social, educational, and another perspective. The impact of the existence of Covid-19 is also felt by all groups, be it employers, employees, teachers/lecturers, students, students, and all Indonesian people.

The virus that causes Covid-19 is spreading very quickly so that direct interactions with fellow humans need to be reduced. That is why, the President of the Republic of Indonesia, Joko Widodo, decided to impose large-scale social restrictions (Pembatasan Sosial Berskala Besar/PSBB) for areas with very high rates of infection. However, also, since mid-March, the government has established the Work from Home, Study from Home, and Worship from Home movements. The consequence of this movement is the carrying out of work, study, and worship activities from home. This movement is expected to reduce interactions with fellow humans so that the potential for virus transmission can be controlled or minimized.

Universities are also institutions that have been directly affected by the Covid-19 pandemic. Moreover, based on the government's decision to establish the Learning from Home movement, learning activities in tertiary institutions are also not carried out face-to-face on campus, but in the homes of individual students and lecturers. Learning is carried out online (in-network /online), either online at the same time (synchronous) or online at the same time (asynchronous). Internet and ICT tools were first introduced in educational contexts as additional material to enhance face-to-face learning (Pedra & De Lama, 2013).

The government's "sudden" decision to move the learning process from campus to home certainly made many parties panic. This panic was due to the unpreparedness of many of these parties to carry out learning from home. Various reasons emerged. From the lecturer's side, this unpreparedness arises in the form of, for example, the unpreparedness of learning materials to be presented online, the lack of communication and information technology (ICT) mastery to carry out online learning, personal reasons (for example, the difficulty of conditioning the home environment to teach), and even connection reasons. . From the student side, this unpreparedness arises in the form of, for example, internet network constraints (difficulty with internet signals or even difficulty in buying data packages), not mastering communication and information technology (ICT) to carry out online learning, and not conducive learning environment to take online lectures.

Based on this fact, it is necessary to study the responses of students and lecturers in implementing online learning. Moreover, the government's decision to suddenly establish learning activities from and at home certainly has not allowed lecturers or students to prepare themselves properly. Therefore, this study is very important to do.

The results of the study on the responses of students and lecturers to the implementation of online lectures can be used to map online learning in the future. Moreover, the Covid-19 pandemic could last for a longer time so it is not certain when face-to-face learning can be implemented. The results of the study on the responses of students and lecturers to the implementation of online lectures can also be used to evaluate the formal curriculum so that it can be determined which materials can be fully taught online or done face-to-face.

METHOD

This research approach is qualitative research. This approach was chosen because of its suitability with the characteristics of the study. Based on the research approach that has been stated, this type of research is descriptive-analytical research.

The data of this study consisted of two kinds, namely (1) the results of filling out questionnaires by students who were or have participated in online learning, and (2) the results of filling out questionnaires by lecturers who carried out online learning. The research respondents were students and lecturers of Brawijaya University. The number of student respondents was 512 people and lecturers respondents were 15 lecturers.

Based on the form of the data that has been stated, this research instrument is several questions set out in a questionnaire. The question items arranged in the questionnaire are questions to explore the responses and perceptions of students and lecturers about the implementation of online learning. The data collection procedure was done by distributing questionnaires to students and lecturers. To facilitate the performance of researchers, questionnaires were distributed via Google form.

FINDING AND DISCUSSION

The research respondents consisted of students and lecturers. Therefore, the students and lecturers gave the responses and perceptions to the implementation of MPK online learning. The following is a breakdown of the responses of students and lecturers to the implementation of online learning.

Student Responses to the Implementation of Online Learning

Based on the results of data collection, it can be seen that not all respondents have participated in online learning. The results of the data analysis show that there are 1.4% of respondents who have never attended online lectures. However, 98.6% of respondents have attended online lectures.

Student responses to the implementation of online lectures vary. Of the 512 samples, 15.5% of them felt happy, 54.4% felt normal, and 30.1% felt unhappy. These findings indicate that there are still many UB students who feel unhappy about the implementation of online learning.

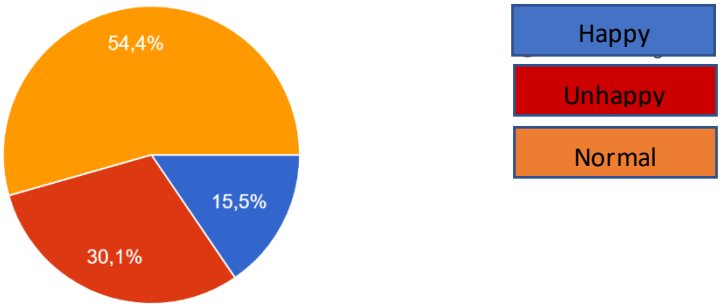

Figure 1 Student Responses to the Implementation of Online Lectures

The displeasure of students in implementing online learning is also related to the obstacles experienced by students in taking online lectures. Most (80.4%) students said that they experienced problems in taking online learning.

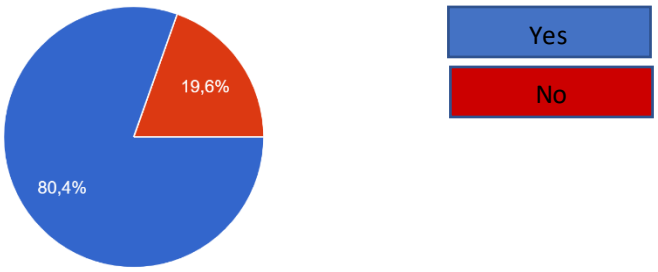

Figure 2 Percentage of Students who Experience Constraints in Taking Online Learning

Based on the results of data analysis, there are at least fourteen reasons for dislike which are also an obstacle for students in participating in online learning. The fourteen consecutive reasons are (1) difficulty understanding material content so that learning outcomes are low, (2) network constraints, (3) friendship with friends cannot be created, (4) increased quota needs, (5) boring, (6) the negative effects of radiation from the devices used, (7) the lecture schedule is not disciplined, (8) it is less able to increase student activity, (9) the task becomes many, (10) has difficulty focusing on lectures, (11) the lecture atmosphere is less pronounced, (12) complicated, (13) lots of cheating during the quiz, and (14) technical problems on the devices used.

The reasons put forward by these students are in line with the opinions of Zounek & Sudicky (2016), Arkorful (2014), and O'Donoghue (2004) who state that although online learning has many advantages, online learning also has disadvantages. The disadvantages of online learning include the following. First, there are still students who are not proficient in operating technological devices so that these students are less able to improve their learning experience. Second, online learning sometimes becomes a burden for students so that they are less enthusiastic about learning. Third, the absence of direct interaction with lecturers and friends makes students feel isolated and neglected in a virtual environment. Students also feel unable to build psychological closeness with lecturers and friends.

So far, there are two online learning models carried out in UB, namely synchronous online learning (face to face) and asynchronous online learning (not face to face). Synchronous online learning is carried out using platforms, for example, Zoom and Google Meet. Asynchronous online learning is carried out using the Google Classroom, class Whatsapp groups, Virtual Learning Management (VLM). Of these online learning models, synchronous online learning is the model most preferred by students. The platforms that students like the most are Zoom, Google Classroom, Google Meet, class Whatsapp group, VLM, and Edmodo. Online learning that is carried out allows students to study anywhere, anytime, with anyone, and through any learning resources (Sejdiu, 2014; and Johnson & Marsh, 2014).

The following shows the data on online learning models and platforms that students prefer in implementing online learning, respectively.

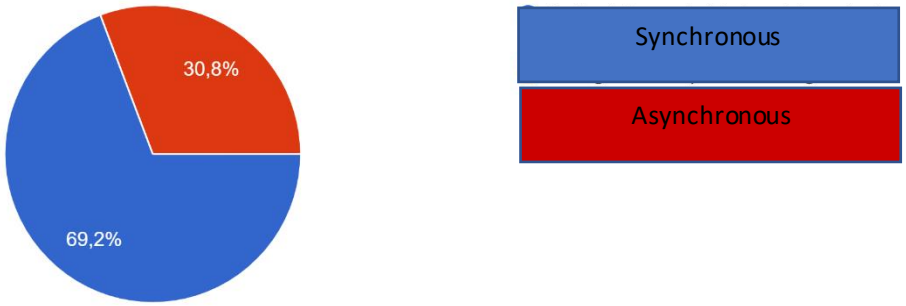

Figure 3 Online Learning Models Liked by Students

Based on Figure 3, it can be seen that the online learning model favored by students is synchronous online learning. This finding is in line with the findings of O'Donoghue (2004) which states that synchronous online learning provides more opportunities for learners and teachers to interact more. Besides, synchronous communication increased the students' motivation and complemented asynchronous communication which "provides increased reflection and ability to process information." (Hrastinski 2008). Asynchronous learning often makes student interaction more limited, for example, group work is less often done in asynchronous online learning. Besides, Chen, et al. (2005) states that immediate feedback can be provided to students so that they can immediately correct themselves or strengthen what they have learned

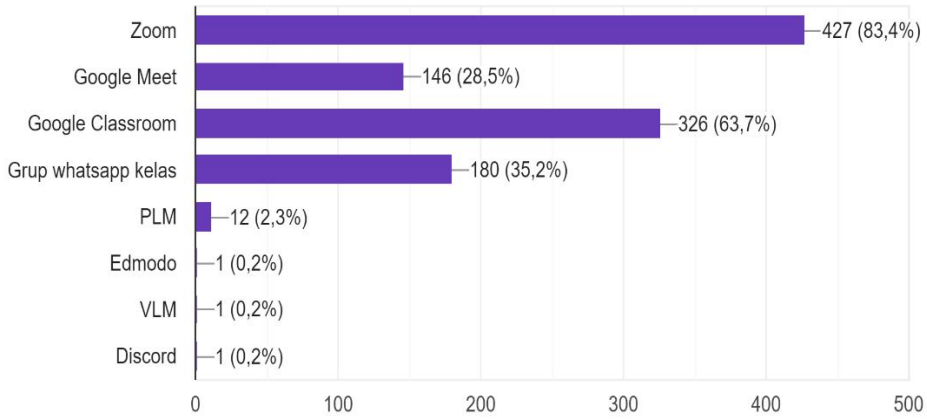

Figure 4 Platforms Liked by Students in Taking Online Lectures

The order of the platform that students like is also in line with its effectiveness for use in learning, except for Google Meet and class Whatsapp groups. Based on the results of data analysis, although Google Meet is preferred over class Whatsapp groups, respondents said that in terms of effectiveness, class Whatsapp groups are considered more effective than Google Meet. The effectiveness of the platforms used is related to ease of operation, ease of access, efficient quota used in using the platform, completeness of the features provided, compatibility with the systems available on the device, and platform stability.

Figure 4 shows that Zoom is the application most liked by students in the following lessons. This choice is due to the ease of operation of Zoom and its ability

to bridge lecturers in delivering material that is easy for students to understand. This finding is in line with the findings of Taylor and McClanachan (2014) which stated that the Zoom application was felt to make material delivery easier for students to accept. Besides, using the Zoom application also reduces the burden on lecturers and students by 25%. Even though the burden is reduced, the use of Zoom does not reduce lecturer-student interaction.

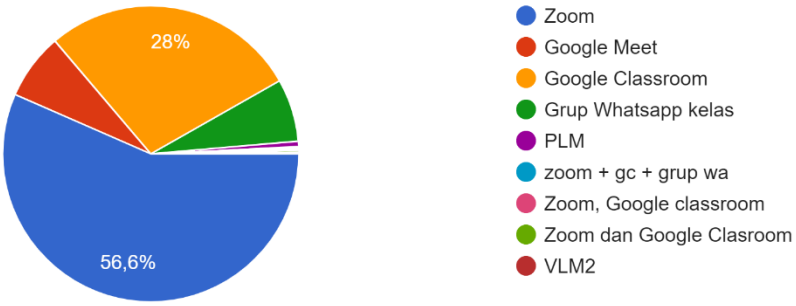

Figure 5 The Most Effective Platforms in Conducting Online Lectures

In the implementation of online learning, four activities are predominantly carried out by students. The four dominant activities carried out by students are (1) listening to lecturers' explanations, (2) discussing a problem with the lecturer, (3) discussing assignments given by the lecturer, and (4) presenting and discussing the material. The following shows the activity data that students like in taking online lectures.

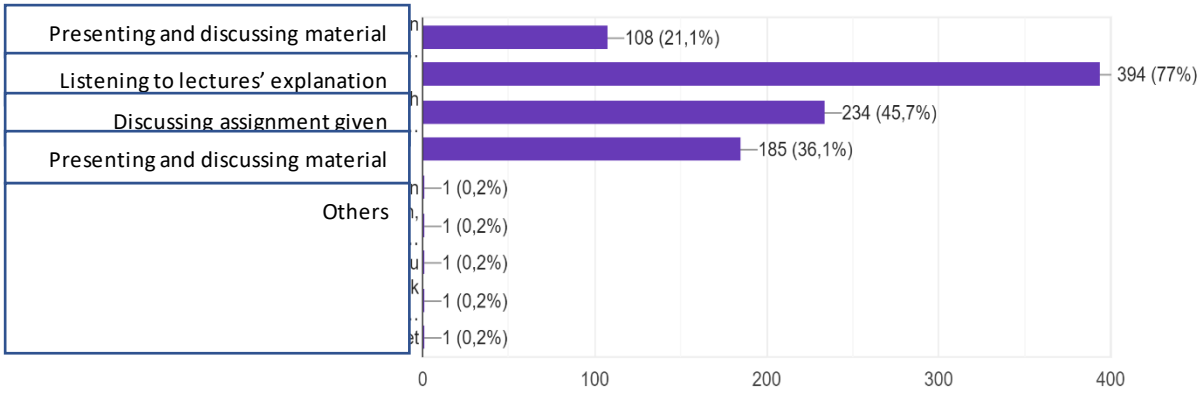

Figure 6 Activities Students Like in Online Learning

In online learning, some students are already actively involved, some are not actively involved, and most are hesitant. This data shows that not all students are actively involved in online learning. Most of the students even doubted whether he was actively involved or not. This indicates that online learning has not been able to fully create a learning atmosphere that can arouse student activity so that students hesitate about their level of activity.

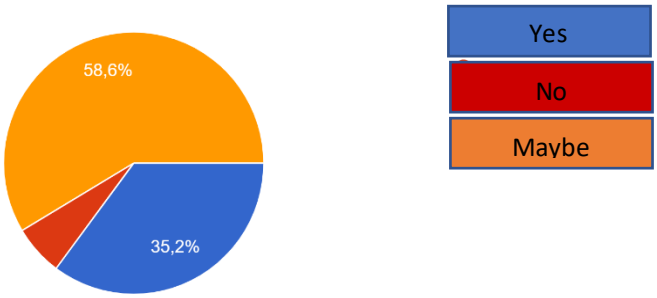

Figure 7 Student Activeness in Participating Online Learning

In participating in online learning, there are four main activities carried out by students. The four activities are (1) asking questions, (2) helping to answer questions, (3) making presentations, and (4) others. This shows that the dominant activities undertaken by students are not yet varied.

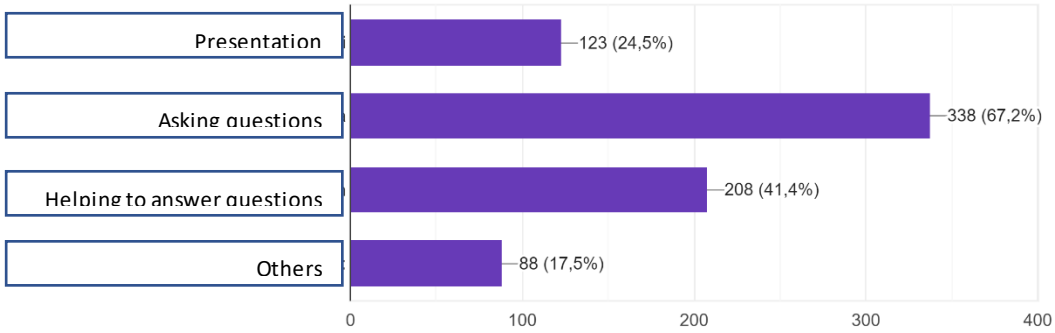

Figure 8 Types of Student Activities in Following Online Learning

Based on the data in Figure 8, it can be seen that students' online learning activities have not varied. This is in line with student responses which show that most students still doubt that online learning can increase student activity, the next part feels that online learning cannot increase student activity, and only a small proportion feels that online learning can increase student activity.

The most student activity in participating in online learning is asking questions, especially when learning is carried out online asynchronously. This happens because students take advantage of these learning activities to understand learning material that is difficult for them to understand if they participate in asynchronous online learning. This is in line with the findings of O'Donoghue (2004) which states that asking questions in synchronous online learning is often used by students to understand learning material.

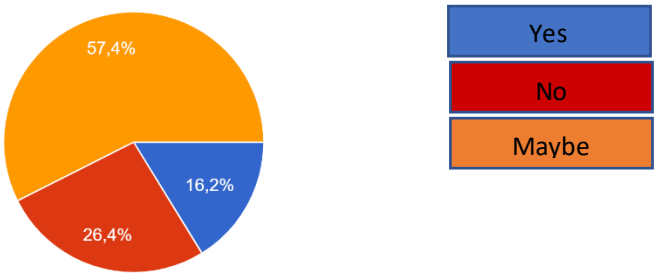

Figure 9 Whether or not online learning can increase student activity

Based on Figure 9, it can be seen that most students (57.4%) said that they were in doubt if synchronous online learning could increase student activity. Only 16.2% of students felt that online learning could increase student activity and 26.4% of them felt that online learning could not increase student activity. This shows that online learning has not been able to increase student activity. This inactivity triggers students who are not motivated to take part in learning (O'Donoghue, 2004).

Lecturer Responses to Online Learning Implementation

Based on the analysis in the previous section, it can be seen that many students do not like participating in online learning. However, this is inversely proportional to lecturers where most lecturers like the implementation of online learning.

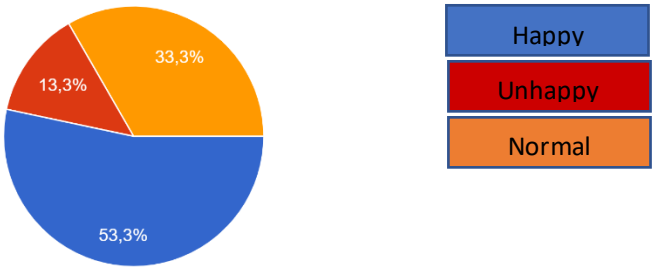

Figure 10 Lecturer Responses in Implementing Online Learning

Most of the reasons for lecturers who like online learning are (1) time efficiency, (2) time flexibility, (3) can make them more creative, and (5) have no difficulty operating technological devices. As for lecturers who feel unhappy implementing online learning is due to reasons of limited online learning time and feeling bored in carrying out online learning.

In implementing online learning, the preferred model for lecturers is synchronous online, while asynchronous online learning is not preferred by lecturers. Lecturers who choose to like synchronous online learning are based on the reasons for the ease in delivering the material and the ease in checking student understanding of the material presented. The lecturers who like asynchronous online learning are based on the reasons for the readiness of the learning media they will

use in learning, the savings in the quota used by students, and the saving of time spent.

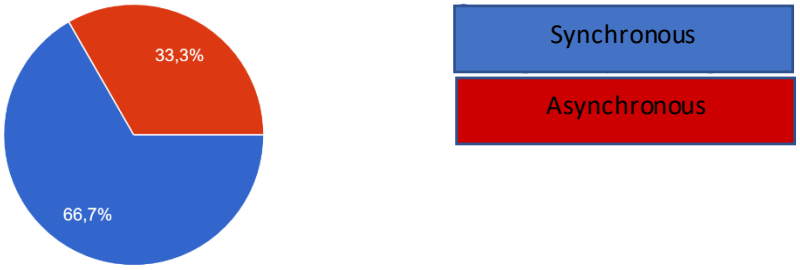

Figure 11 Online Learning Models Liked by Lecturers

In implementing online learning, the platforms most liked by lecturers are Zoom and Google Classroom, followed by Google Meet, class Whatsapp groups, and Telegram groups. This finding is slightly different from the responses of students who did not mention Telegram as part of the preferred platform for implementing online learning. Besides, students also prefer to use class Whatsapp groups rather than Google Meet. However, the lecturers turned out to prefer using Google Meet rather than class Whatsapp groups. He prefers Gppgle Meet concerning a lighter workload because lectures can be held right away in a relatively short period. If you use a Whatsapp group, it will take longer, and typing a message is also not an easy job for some people. That is why Google Meet is preferred by lecturers to class Whatsapp groups. This finding is in line with the findings of McClanachan (2014) which states that face-to-face online learning applications make lecturers feel that their burden is reduced. Besides, synchronous online learning via webcam also allows lecturers to see the activities carried out by students (Martin & Parker 2014).

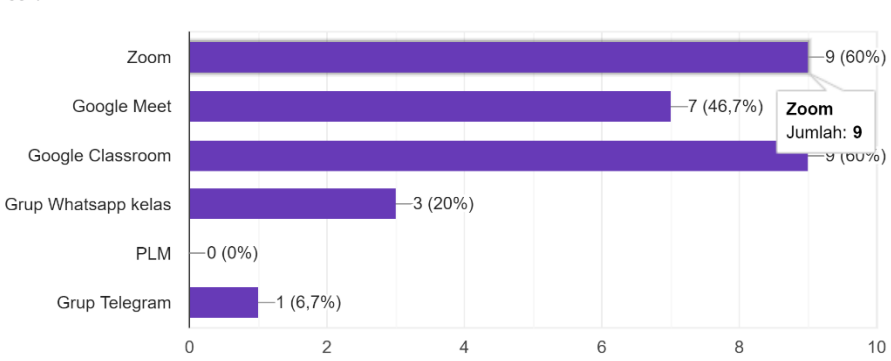

Figure 12 Platforms Liked by Lecturers in Implementing Online Learning

The platform that lecturers like in implementing online learning is not directly proportional to the platform that is considered effective in implementing online learning. In implementing online learning, it turns out that Google Classroom is considered the most effective, followed by Zoom, Google Meet, class Whatsapp groups, and Telegram groups. The high response of lecturers who think that Google

Classroom is the most effective platform for implementing online learning cannot be separated from its flexibility in providing study time for students. That is why Parsad & Lewis (2008) stated that asynchronous online learning is the most widely used learning. In asynchronous learning, learners are not time-bound and can respond at their leisure. This opportunity will give students sufficient time to think critically about a problem and can bring out students' divergent thinking skills (Perveen, 2016).

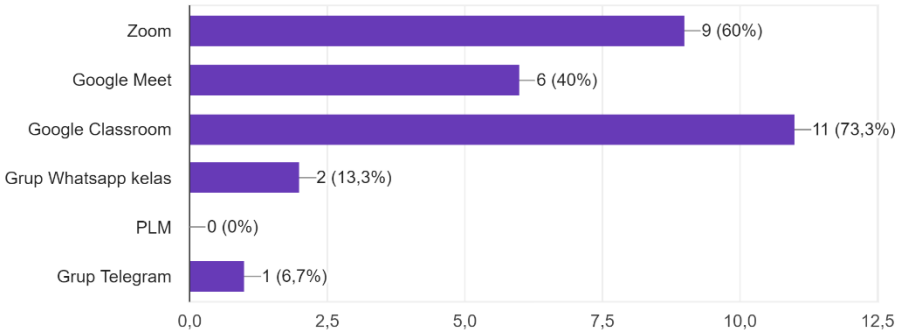

Figure 13 Platforms Assessed Effectively Used in Implementing Online Learning

The activities carried out by lecturers in implementing online learning are presented in Figure 14 below.

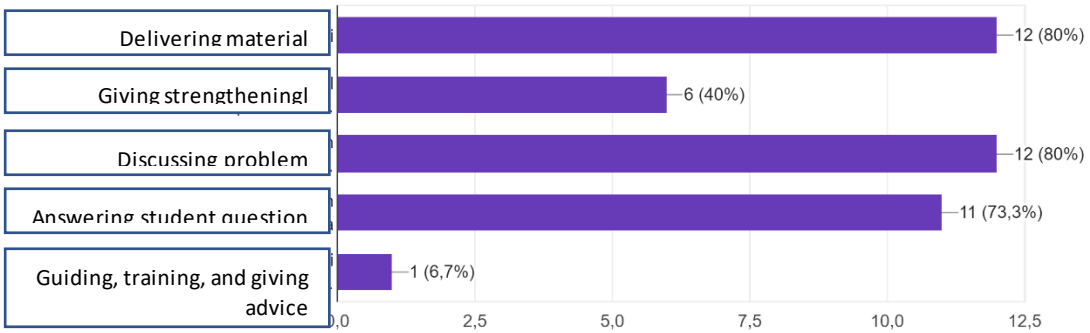

Figure 14 Lecturer Activities in Implementing Online Learning

Based on the data presented in Figure 14, it can be seen that the most activities carried out by lecturers in implementing online learning in a row are (1) delivering material, (2) discussing problems with students, (3) answering student questions, (4) giving strengthening of the results of presentations made by students, and (5) guiding, training, and giving advice to students. From the five activities, it appears that the activities carried out by lecturers in learning are interactive activities with students, either in the form of answering questions or providing feedback on student performance. This finding is in line with the findings of Perveen (2016) which states that instant feedback and answers can help students resolve any problems they encounter in learning. Besides, Synchronous online teaching relied on teachers rather than student-centered approaches (Murphy, et al., 2010).

CONCLUSION

Based on the results of data analysis, we can conclude four things. First, both lecturers and students of Universitas Brawijaya like online learning. Second, students and lecturers alike like synchronous online learning. However, students prefer synchronous online learning through Whatsapp groups, while lecturers prefer synchronous online learning through Google Classroom. Third, both lecturers and students take advantage of online learning to understand learning material and ask questions about the material that students do not understand. Fourth, there are still many obstacles in implementing online learning which make online learning not implemented effectively and fun.

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