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The Effectiveness of Online Learning during Covid-19: Challenges and Opportunities

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Abstract
This study aims to reveal the effectiveness of online learning during the covid 19 period at the Bukittinggi State Islamic Institute. Various problems occurred starting from the network, the learning system, the readiness of Human Resources, the boring learning design and the readiness of students to take part in online learning. Some of the obstacles that occur are unstable internet connections and network limitations, the media used are often troublesome, the readiness of human resources that have not been optimally adapted to the system, students who cannot follow optimally because of boredom and learning that makes students less focused. This research method uses a survey approach using a google form in the form of a semi-open questionnaire, while the research data analysis uses qualitative descriptive. The results showed that the respondents who filled out the most were the 2018 class. Furthermore, generally lecturers used online learning media using WAGroup, telegramgroup, google classroom, zoom, email and e-campus. While the form of learning in the network used is the form of learning can be in the form of assignments, face-to-face, online discussions and others. Online learning has used discussion forums and its implementation is in accordance with the schedule that has been prepared on the e-campus. However, from the research conducted, many obstacles were found including the limitations of internet quota, internet signal, supporting IT media and mastery of material controlled by students. From the research data, it is concluded that online learning at IAIN Bukittinggi has not been effective.

Keywords: Effectiveness, Online, Learning

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Introduction

Generally, starting in February 2020, the COVID-19 has become a pandemic in Indonesia. However, it is still limited to certain areas. This situation has become more widespread over time. In mid-March 2020, this virus had spread to all regions of Indonesia. Seeing the significant development, the government and the ministry made some policies. The Ministry of Religion issued Circular Letter Number 3 of 2020 and followed by Circular Letter issued by the Director-General number 657/3/2020 concerning the efforts to prevent COVID-19 in the Islamic Religious Higher Education Environment. Based on the Circular Letters, every university must provide online services to all students, including the learning process.

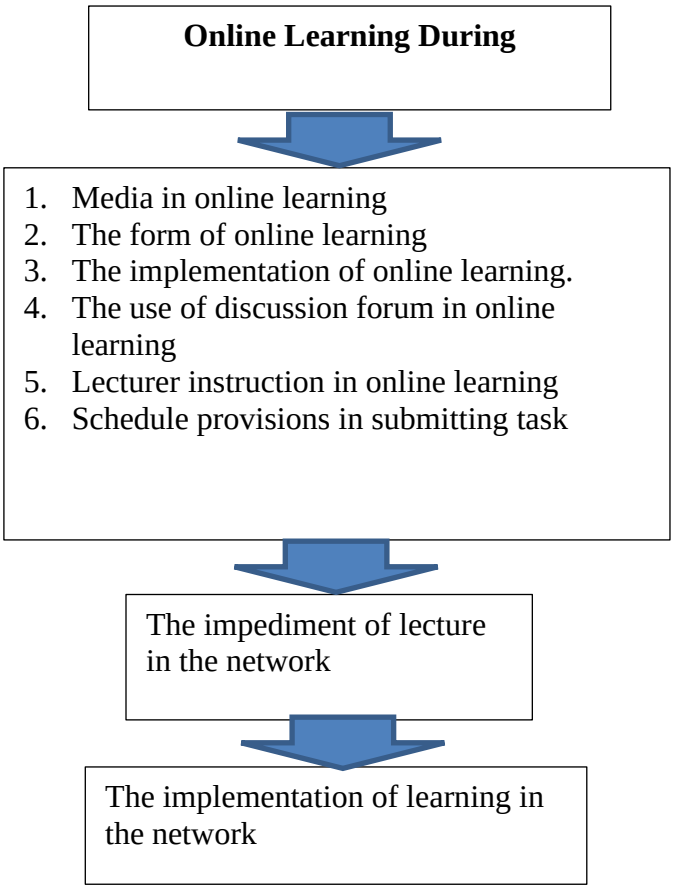
One of the institutions that had an impact on the circular letter was IAIN Bukittinggi. IAIN Bukittinggi later issued Circular Letter Number No. B.639 / In.26 / OT.01 / 03/2020 concerning the teaching and learning process during pandemic. The decision was to conduct the process of teaching and learning by using on-line learning system until June 6, 2020. With the issuance of the circular letter, the learning process in the even semester 2019/2020 was carried out in online learning setting.

There are several problems that occur during the online learning system. The problems include the limited internet quota, limited internet coverage in rural areas, unsupported facilities such as computers or laptops. The relatively short period of time and the amount of assignment given are also problems. Some students said that they didn't have enough time to finish the assignment given by some lecturers. Besides, due to limited internet networks in some areas, many students have difficulty accessing the internet, some of them even have to climb trees and hills to access an internet signal.

Due to the problems mentioned above, it is interesting to examine the effectiveness of online learning during the COVID-19 at IAIN Bukittinggi. IAIN Bukittinggi already equipped itself with Technology and Information facilities and is ready the 4.0 era (Zulfani Sesmiarni, Ridha Ahida, 2020; Alkhalidi, 2021). Technological developments must be able to be utilized and developed for mutual benefit. This technology is intended to make it easier for humans to interact with each other quickly, easily, and affordably and has the potential to encourage community development (Prihantoro, 2018; Benhima, Tilwani, Asif & Aslam, 2021).

Methodology

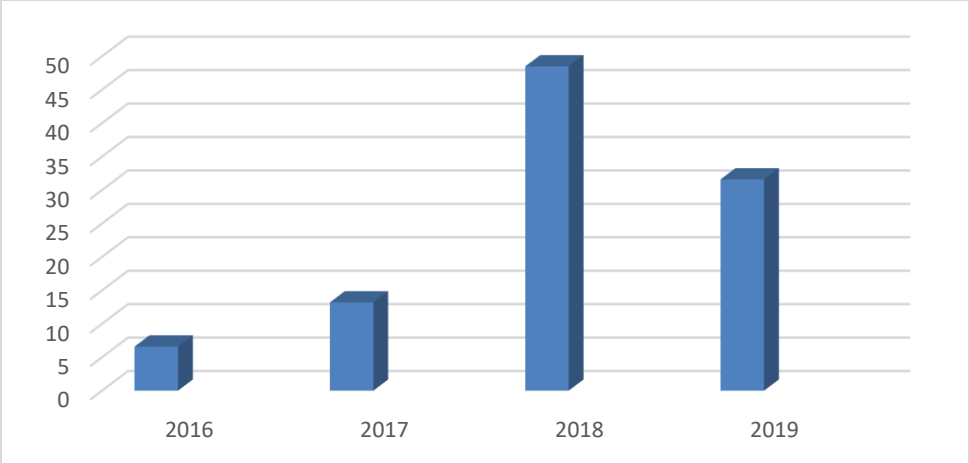
This study used a survey approach by describing it in quantitative form. The population was 3860 students, and the sample was 386 students of IAIN Bukittinggi. The researcher chose 10% of IAIN students by using accidental sampling that were accidentally accessible. The data collection technique used was a Google Form distributed via WhatsApp and E-mail. The data analysis was quantitative descriptive analysis.



Findings and Discussions

The results of the research related to the respondents indicated that 6.6% of respondents were students of the 2016 academic year, as many as 13.2% of respondents were students of 2017 academic year, 48.5% of respondents were students of 2018 academic year, then 31.6% were students of the 2019 academic year. In brief, the data can be described in the following chart:

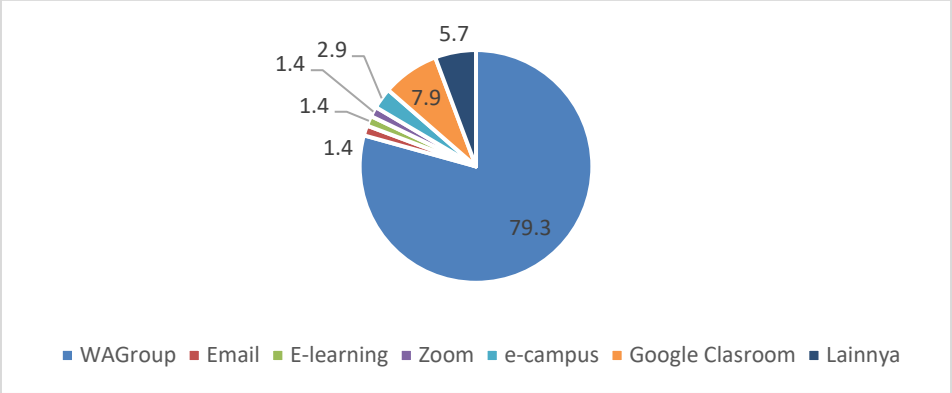
Figure 1. Year of Entry of Respondents



Based on the data above, the respondents who filled out the least amount of the questionnaires were students from 2016 academic years. Meanwhile, the number of respondents who filled out the most questionnaires were students from the 2018 academic year.

Furthermore, result of the research also indicated that that the media used in online learning consists of WhatsApp group, Telegram Group, E-mail, E-learning, Google Meet, Zoom, WebEx Meet, Google Classroom, E-campus, and other media. In short, media in online learning can be seen in figure 2 as follows.

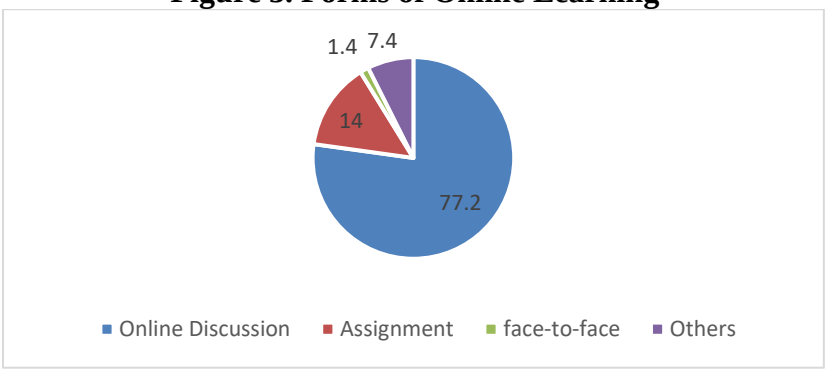
Figure 2. Media in Online Learning



Based on the figure above, WhatsApp Group is online learning media that is mostly used by lecturers, while E-mail, E-learning, Zoom, and E-campus is only used in small portion, and Google Classroom and the other media are used with a high enough percentage.

Next is the form of learning during online learning. Most of online learning is conducted by giving assignments, face-to-face in online setting, online discussions, and others. Then, the forms of online learning can be seen in figure 3 as follows.

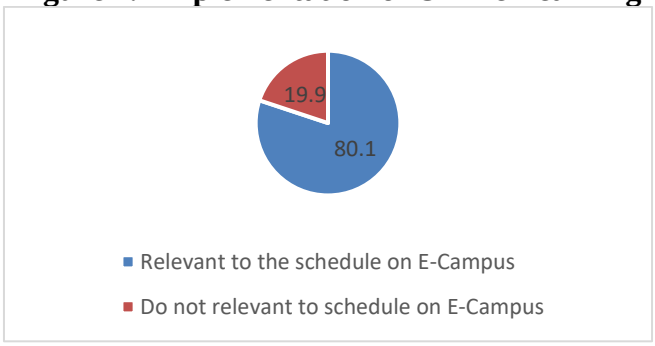
Figure 3. Forms of Online Learning



From the figure above, 77.2% of the online learning are conducted by using WhatsApp Group, 14% are conducted by giving assignment, 1.4% are conducted by using online face-to-face online and 7.4% with other forms.

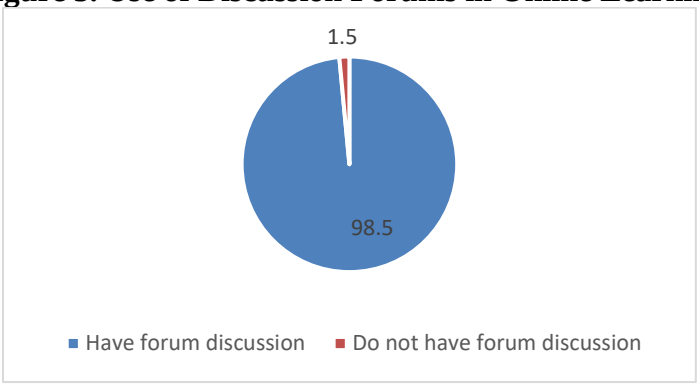
Next, information related to implementation of online learning. It is related to whether or not lecturers conduct the online class according to the schedule issued by campus. The data indicated that 80.1% of classes were conducted according to the schedule on E-campus while 19.9% were conducted not according to the schedule. Thus, the online learning implementation can be seen in figure 4 as follows.

Figure 4. Implementation of Online Learning



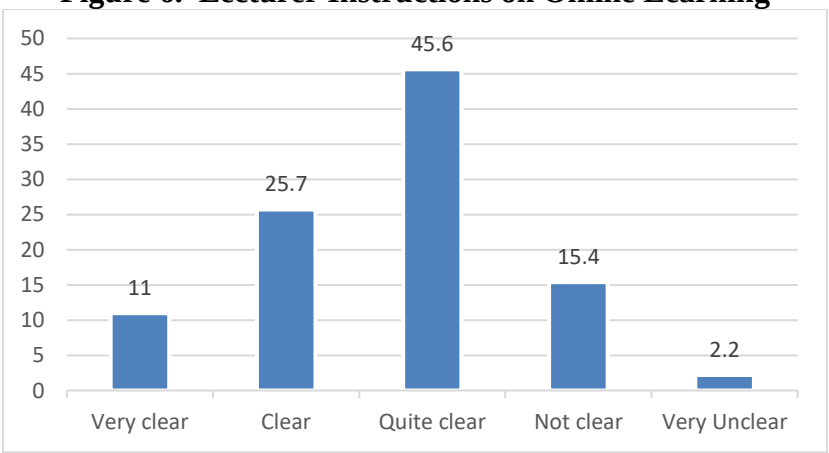
Next, the data related to the use of discussion forums. 98.5% of respondents answered that their lecturers used discussion form and 1.5% of respondents answered that discussion forums was not used by their lecturers. Then, the discussion forums in online learning can be seen in figure 5 as follows.

Figure 5. Use of Discussion Forums in Online Learning



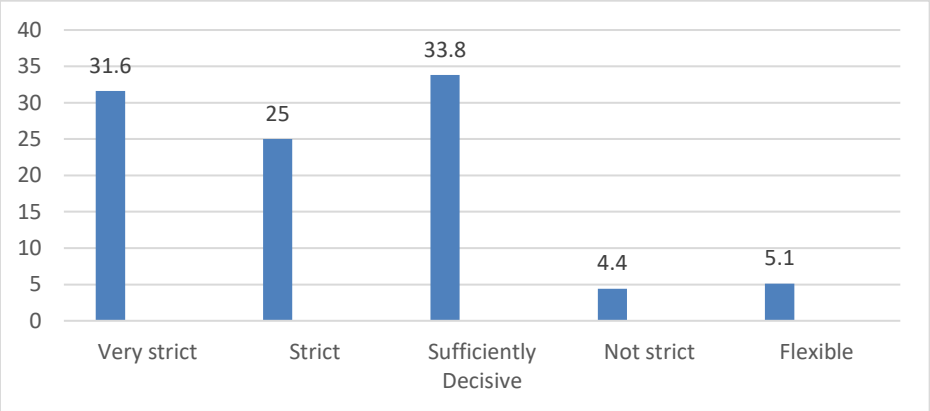
The data related to instruction given by lecturers in online learning indicated that 2.2% of respondents answered very unclear and not detailed, 15.4% of respondents answered unclearly and not detailed, 45.6% was quite clear and detailed, 25.7% was clear and detailed, 11% of respondents answered instructions given by lecturers very clear and very detailed. Thus, lecturer instruction in online learning can be seen in the following figure 6.

Figure 6. Lecturer Instructions on Online Learning



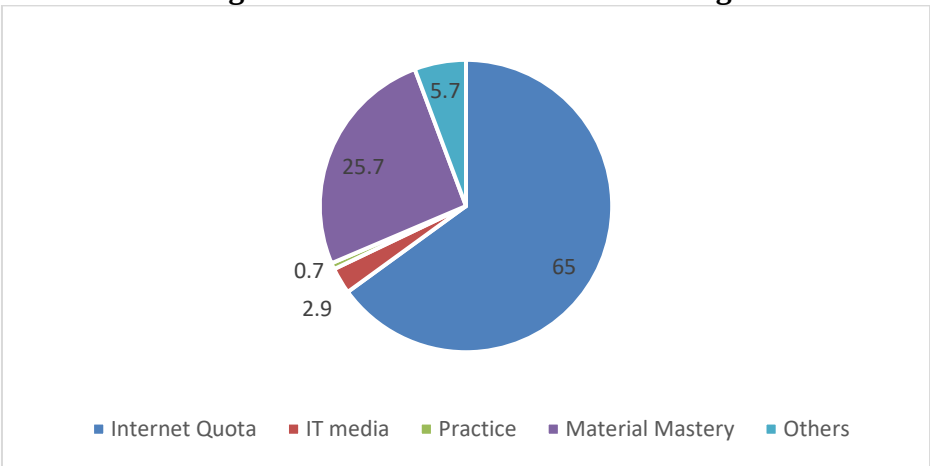
The information obtained is related to the schedule provisions for submitting tasks. 31.6% of respondents answered very firmly, 25% of students answered firmly, 33.8% of respondents answered firmly enough, 4.4% of respondents answered less firmly, and 5.1% of respondents answered flexible. Thus, schedule provisions for submitting tasks can be seen in figure 7 as follows.

Figure 7. Schedule Provisions for Submitting Tasks



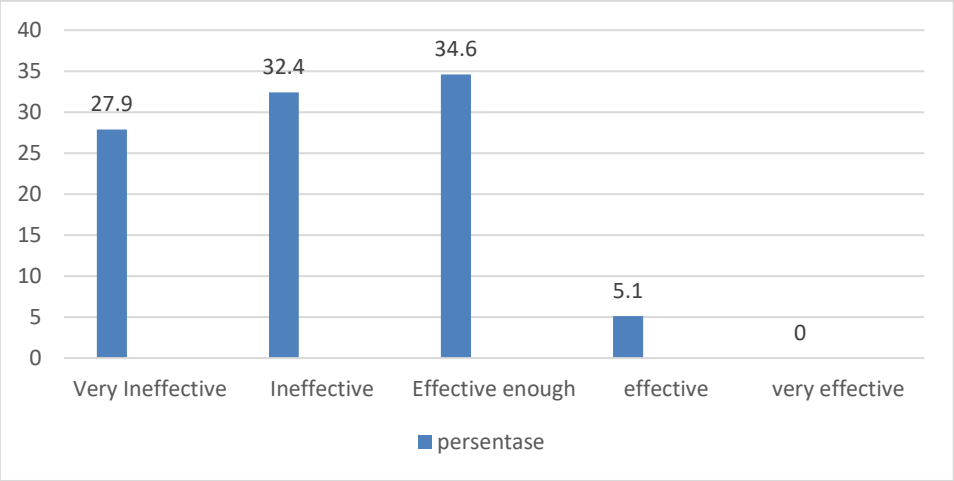
Information related to respondents' obstacles in online learning related to several things. 65.4% of students answered internet quota, 2.9% of respondents answered IT media, 25.7% of students answered mastery of the material, and 0.7% of students answered several practical courses, and 5.7% of respondents answered other factors. Thus, the obstacles in online learning can be seen in figure 8 as follows.

Figure 8. Obstacles in Online Learning



Generally, the implementation of online learning at IAIN, 27.9% of respondents answered very ineffectively, 32.4% of respondents stated ineffectively, 34.6% of respondents answered quite effectively, and 5.1% of respondents answered effectively. Furthermore, the implementation of online learning can be seen in the following figure 9.

Figure 9. Online Learning Implementation



Based on the research data, the online learning at IAIN Bukittinggi during the COVID-19 was ineffective. Several aspects include the media used, the learning form, the schedule, the assignments, and the students' ability contribute to the ineffectiveness of the learning process. It is in line with the idea that it is quite difficult to conduct online learning in most universities in Indonesia (Eko Kuntarto, 2017). This is due to the fact that both lecturers and students are not ready to learn by using other than face-to-face learning platform.

In online learning, the lecturers have to design online-based learning (Nasrulloh & Ismail, 2017). Thus, the easiest way to do it is by using WhatsApp Group. It was proven from the research results that lecturers and students were more familiar in using WhatsApp as an online communication tool. Online learning at IAIN Bukittinggi is generally carried out by using WhatsApp in their learning process. WhatsApp helps students and lecturers to distribute papers or materials. WhatsApp also enables students and lecturers to have group discussions. Therefore, it is possible to have interaction in online learning by using WhatsApp, thus, it easier to learn and it is more practical (Utomo, 2018).

In order to conduct an effective online learning, there are several things that must be taken into account. It includes whether or not the content presented is relevant to the specific learning objectives to be achieved, the use learning methods that provide examples and exercises to help learners learn, the use of media such as pictures and words to present content and methods, and the ability to develop and build new knowledge and skills by individual goals and organizational improvement (Punaji Setyosari, 1996).

ICT literacy, Independency and Creativity, as well as Critical Thinking also play important role in the effectiveness of online learning. ICT literacy is the ability of students to like reading. If students' reading skills are low, online learning is a thing of the past. Independence is the students' ability to learn independently because there are no lecturers who guide them face-to-face. Learning online can provide facilities for students to manage information independently according to their respective characteristics. Blended learning is one of the external stimuli that can help students understand the material. (Uliya Ulil Arham, 2016). The learning source for online learning is in immerse quantity in nature for the fact that students can access the internet for learning sources. Accessing learning source is also related to students' respective abilities and needs. The development of the internet and E-mail help students to transfer data in the form of text, images, and videos in a complex layer (Chen, 2016; Eko Kuntarto, 2017). With the availability of various learning resources on the internet, students can have higher thinking skills.

The finding indicated that WhatsApp was mostly used in online learning at IAIN Bukittinggi. Several features in WhatsApp help both lecturer and students in an online learning. As a matter of fact, there are several aspect on the effectiveness of online learning that need to be discussed. (Andreson, 2008) explained that there are several other things that should be put into consideration in conducting an online learning. It includes learner preparation, learner activities, learner interaction and learner transfer. Learner preparation is related to the condition that it is necessary to prepare varieties of pre-learning activities to prepare the learner for the online lesson. It also deals with the importance to establish the objective of the lessons and provide concept map to establish cognitive structures, incorporate details of the online lesson and to activate background knowledge. Learner activity is related to the necessities to provide a varieties of learning activities which includes reading textual material, listening to audio and visual material. Practice activities with feedback should also be provided to allow students to monitor their performance as well as ensuring the availability of high order level processing activities. Finally, learner interaction which deals with the possibilities in providing students with the opportunities to interact with lecturers, other students, and with the materials.

Based on factors that contribute to the effectiveness of an online learning situation, there are several problems that triggered problems in the implementation of online learning at IAIN Bukittinggi. Generally, lecturers already have discussion forums in their online learning. However, this cannot be implemented optimally in the learning process. It is consistent with the research result that online learning is not optimal because of limited socialization, content that is not interesting and meaningful, low reading interest, low student curiosity and motivation, and an unfavorable climate. The lecturers' responses are not optimal in preparing communicative and inspirational content because they are not used to using online learning technology (Rahmi Rivalina, 2017).

One of the obstacles that students find in online learning is the limited internet quota and internet signal. In getting the internet quota, students have to buy internet packages, while not all students come from well-to-do families. Therefore, they become overwhelmed in getting internet quota, while there are free ones, but it must be with e-campus. From the research results, only a minor portion of the lecturers used the e-campus application.

Besides, the spread of internet signals throughout Indonesia is not evenly accessible. There are some areas in the student residence area where the internet is not accessible. Therefore, many students have to walk for hours to get an internet signal and to study online. Besides, some have to climb tall tree. Meanwhile, an internet network is needed to obtain information. Only by being in front of a computer or cellphone connected to the internet, they can connect to the global virtual world to get and transfer information at one time (Harto, 2018).

In online learning, the availability of facilities and infrastructure must be considered. Online learning will not be able to be carried out without the supporting facilities. Among them are the media of information and information communication technology and facilitate human life. If you use information and communication technology tools, it will feel like two continents are not far apart. The presence of computers, the internet, cell phones, and various information and communication technology tools has made the flow of information smoother (Andriani, 2015).

Online learning can be used as a substitute or complement to conventional learning to improve the learning process through a reading culture, independent student learning, and stimulate students to learn lifelong or sustainable (Rahmi Rivalina, 2017). In the conditions found at IAIN Bukiitinggi, the reading culture and student learning independence are still low. Lack of availability of reading sources reduces students' interest in searching, and the decreased reading power of textbooks raises other problems (Novrianti, Nofri Hendri, 2018).

Students have difficulty with technical problems, are less familiar with systems, and excessive discussion. Meanwhile, online learning is a structured and systematic learning system, prioritizing student activity and independent learning. Online learning can create their experiences. One of the advantages of online learning is that students can learn in a proper and comfortable learning atmosphere. Students determine all learning processes, starting from time, place, atmosphere, and others. They will learn independently. Technology in learning cannot be separated and there is a belief in them that technology can have a positive impact if it is applied appropriately (Putrawangsa & Hasanah, 2018)

Several internal and external factors will influence the success of online learning conducted by students. Internal factors that can influence are intelligence, high curiosity, motivation, personality, and others. Meanwhile, external factors that can affect online learning are the technology used, the environment, the speed of internet access, and others. In online learning, every student needs to create. Through online, it provides an interactive learning environment (Punaji Setyosari, 1996)

In online learning, the existence of a lecturer is as a controller for students. When students have created the attendance of a lecturer beside them, they can control their own learning pace. When the role of the lecturer does not exist, students will be lazy, so that the online learning does not run according to the schedule. Besides, online learning can also improve learning pace and reduce operational costs (Rahmi Rivalina, 2017). Among them is the existence of lecturers in the lecture process.

Online learning implemented at IAIN Bukittinggi is structured. First, the lecturer prepares the syllabus and RPS, subject matter, media, and learning resources. All of those activities are done in a well-prepares way. Besides, the learning material is arranged according to the level of ability. The easiest material will be learned at the beginning meeting and the complex material will be learned at the last meeting. Besides, the material considered as difficult will be given explanation and example. Online learning is effective if when there is a process of integrating ICT into the learning design to improve the learning process and experience for students (Uliya Ulil Arham, 2016)

Prioritizing student activeness in the learning process occurs as a result of the active process of students. This process is indispensable in conventional learning and online learning. Online learning is part of technology-based learning that utilizes the internet, intranet, and extranet resources (Suryati, 2019). Online learning requires active student activity. In this sophisticated era, and with the advancement of science and technology, there will be many things that used to activate students.

In online learning, technology can be used to activate students. It can facilitate and provide various things that can activate students. By using technology, teachers can design several activities that can make students active, both in actively thinking, actively socializing and other matters. Communication is a process of conveying information (messages and ideas) from one party to another so that there is a mutual influence between both sides (Andriani, 2015).

The connectedness of online learning is known as independent learning. Online learning still allows for meetings between students, but the difference is it is done in online setting. Online learning does not change the habits that occur in conventional learning such as friendships or interactions with teachers. One of the characteristics of online learning is connectivity. Online learning activities connect students and teachers, one student and another, connecting the teaching team or students with other teaching staff. Information technology is a technology used to process data, including processing, obtaining, compiling, storing, manipulating data in various ways to produce quality information, namely information that is

relevant and accurate (Wiranto, 2014). Learning skills are needed to take advantage of technological sophistication in online learning, including skills in time management (Sesmiarni, 2020). It is very essential because the implementation of online learning has been determined and agreed upon by the lecturers and students beforehand. Higher education adjustments in the use of digital media in the learning process are urgent (Setyaningsih, Abdullah, Prihantoro, & Hustinawaty, 2019). Online learning could be an alternative to improve the learning process. Lecturers could still hold the learning process through a virtual class, even though without a face to face meeting (Saugi, 2018).

Conclusion

Based on the research results, online learning at IAIN Bukittinggi during the COVID-19 is not effective yet. It also revealed that the lecturers generally used WhatsApp Group as an online learning platform. Furthermore, many obstacles were found in online learning at IAIN Bukittinggi, including internet quota, IT media, mastery of the material, practical courses, and other factors. In addition, from the schedule for submitting tasks, the lecturer was strict and did not give additional time for submitting tasks, while students face many obstacles so that they generally think that online learning is ineffective. It is also due to the unfamiliarity of ICT among lecturers and students in IAIN Bukittinggi.

In the future, it is hoped that there is a regulation that provides a sufficient percentage in a normal meeting to conduct online learning besides classical or conventional learning. It is necessary to conduct training for lecturers and students for online learning readiness. There is facility support from the institution to conduct online learning to all of IAIN Bukittinggi's academic community.

Conflict of Interest

The pedagogic implications of the findings of this research are paradigmatic. So it is necessary to prepare various elements in the online learning process. Students must have the readiness to follow and adapt to the online lecture system such as learning styles and the readiness of supporting facilities such as networks and the internet. Educators must reconstruct the learning design from approaches, strategies, models and learning methods that are appropriate to the needs of students. And understand well the needs and conditions of students. The learning system carried out must be in accordance with the material presented in order to increase learner participation. Development of content and learning media used in online learning in order to increase student learning motivation

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