ONLINE LEARNING DURING THE COVID-19 PANDEMIC IN THE STKIP PESISIR SELATAN GEOGRAPHY EDUCATION STUDY PROGRAM

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Abstract

Online lectures are a learning process utilizing information technology, utilizing the internet as a method of delivery, interaction and facilitation. This study aims to see how the implementation of online learning during the covid-19 pandemic, the perceptions of lecturers and students towards online learning, the obstacles faced during online learning in the Geography Education Study Program. The research is descriptive qualitative. Research respondents are lecturers who teach at the Geography Education Program as many as 12 people and 22 students. Data were collected through google forms and interviews. The results showed that learning was carried out online and face-to-face using the google meet application, zoom meeting, google classroom and whatsapp group, the use of the application according to respondents was easy, respectively 83.3% and 63.6%. The devices used, 83% lecturers use laptops and 53.8% use smartphones, 100% of students use smartphones and 31.8% use laptops. Online learning methods are quite diverse, face-to-face through applications, giving materials and assignments, presentations by students individually/groups and application discussion forums. Based on the results of student interviews, it was quite difficult to understand the material, online learning (online) was not effective due to obstacles during online lectures, but 63.6% of students were quite satisfied and 83.3% of lecturers also stated that they were quite satisfied with the online lectures they had carried out. The obstacles that arise during online learning are generally the limitations of the internet network and internet quota.

Key words: Online Learning, Covid-19, Perseption

INTRODUCTION

Indonesia and even the world are still hit by the Covid-19 pandemic. Covid-19 is a frightening specter for countries in the world because of its rapid spread. Until now, the COVID-19 situation at the global and national levels is still at very high risk. The emergence of COVID-19 has caused a learning shift where interactions between educators and students maximize online learning rather than conventional face-to-face learning through communication media such as computers, the internet, and so on. Online lectures are a learning process that utilizes information technology, in this case using the internet as a method of delivery, interaction, and facilitation. In it, there is support for learning services that can be utilized by learning participants. In addition, there is also a learning system design that can be studied and known by each learner (Saputro, Somantri, & Nugroho, 2017).

Several universities have implemented an online lecture system, including the STKIP Pesisir Selatan during the COVID-19 pandemic which has also conducted online lectures. Basically, for students of STKIP Pesisir Selatan this is not a new thing considering they have used email and whatsapp applications in lectures, for example by sending assignments, but for presentation of lecture material they are accustomed to carrying out face-to-face lecture. However, online lectures still feel new for some people who are more accustomed to face-to-face lectures, being in the same room between lecturers and students. In online lectures between lecturers and students do not face to face in one room but can still interact with each other, for example by using email, WhatsApp groups, the lecturer's website and other media.

In addition, not all lecturers and students understand the meaning of online lectures. Whereas what is meant by the online lecture system itself is a lecture system that utilizes internet access as a learning medium that is designed and displayed in the form of lecture modules, video, and audio recordings. However, at the time of its application,

online lectures were actually a place for lecturers to give assignments to students, in other words, it could be said that online lectures were not happening but online assignments. This is not entirely wrong, but if every lecturer applies such a system, replacing face-to-face material with quite a lot of assignments with limited time, each student will be overwhelmed and the learning process will not be optimal. Many complain about this, college assignments that have piled up. In addition, the main problem is related to network constraints experienced by students. But the free time during the online lecture system is actually misused by students for vacations, even though there have been many calls that confirm that the purpose of online lectures is to reduce interaction between students.

Based on this background, this study aims to examine online learning (online) that has been implemented in the Geography Education Study Program of STKIP Pesisir Selatan..

METHODS

This research is a descriptive research with a qualitative approach. According to Moleong (2016) qualitative research is a procedure in research that produces descriptive data in the form of written or spoken words from the behavior of people who can be observed. The qualitative research approach is research to understand the phenomenon of what is assessed based on the research subject such as behavior, perception, motivation, action, etc., holistically, and by way of description in the form of words and language, in a special natural context and by utilizing various natural methods.

This research was conducted at the Geography Education Study Program of the South Coastal STKIP. The research data were obtained from students and lecturers at the Geography Education Study Program, STKIP Pesisir Selatan. Data were collected through interviews with research informants and analyzed using three activity lines, namely data reduction, data presentation, and conclusion drawing, which were then tested for the validity of the data.

RESULTS AND DISCUSSION

The number of respondents in this study was 34 people consisting of 22 students and 12 lecturers who taught at the Geography Education Study Program.

Implementation of online learning (online) in the Geography Education Study Program of STKIP Pesisir Selatan

Learning at the STKIP Pesisir Selatan Geography Education Study Program during the covid-19 pandemic was carried out in a blended learning manner, which combines face-to-face and online. This mixed lecture has been carried out for 3 semesters, namely from the 2019/2020 semester even to 2020/2021 even.

Based on the results of the study, there are several applications used by lecturers in carrying out online learning:
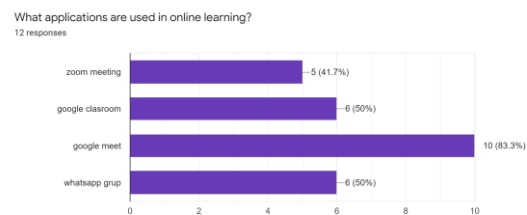
Picture 1. Presentation of the use of online learning applications (Online)

Based on the results of the percentage in the picture, it is known that the most widely used applications by lecturers in online learning are google meet 83.3%, learning using the google classroom application as much as 50%, Whatsapp group 50% and zoom meeting 41.7%. The results showed that the most widely used application was google meet by lecturers who taught at the Geography Education Study Program of STKIP Pesisir Selatan. In line with the opinion expressed by Nalurita (2021), Google Meet is a premium feature of Google's video conferencing software. Google meet is easier to use or user-friendly. Only by opening it via google chrome and logging in via email can be used.
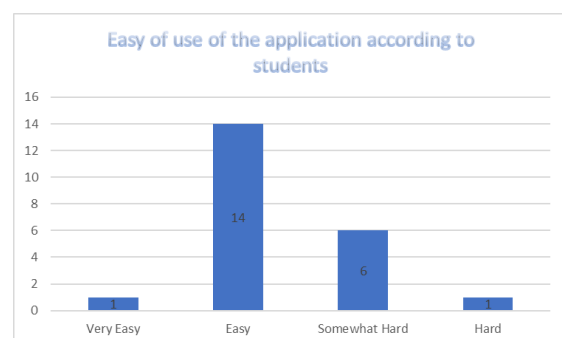
Picture 2. Ease of use of the application according to students

From the picture above, it is known that the use of applications used for online

lectures (online) 14 people (63.6%) answered easy, 6 people (27.3) answered rather difficult and 1 (4.5%) each answered very easy and hard.
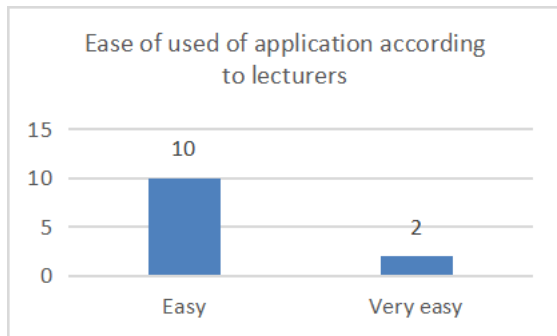
Picture 3. Ease of use of applications according to lecturers

From the picture above, information is obtained that 10 lecturers (83.3%) answered easily and 2 lecturers (16.7%) answered very easily. So, the use of online learning applications is not something that must be disputed by lecturers. Based on the data above, it can be understood that lecturers are considered to have understood in using online learning applications (online).

According to Putri el al (2020) in Deden (2020), Online learning is learning through supporting tools or the internet that is carried out remotely such as telephones and computers. The use of the device by lecturers and students can be seen in the image below:
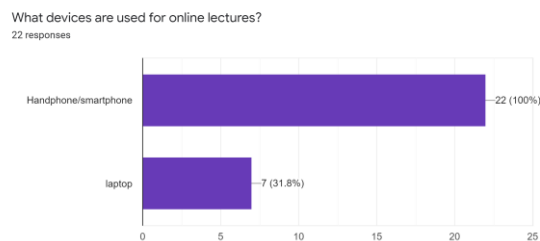

Picture 4. Devices used by students in online learning (online)

In the picture, it is known that 100% (22 people) of students use cell phones/smartphones and 31.8% (7 People) use laptops.
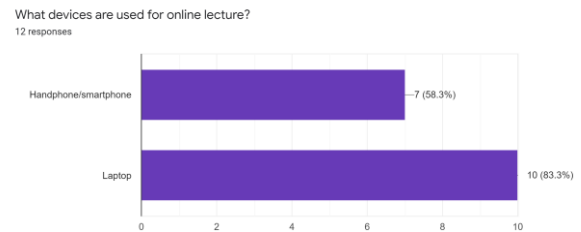
Picture 5. Devices used by lecturers in online learning (Online)

The devices used by lecturers in online learning are 10 lecturers (83.3%) using laptops, and 7 lecturers (58.3) using mobile phones/smartphones. The use of devices or gadgets in online (online) learning is an absolute must. The use of smartphones and laptops in online learning can improve student learning outcomes (Anggrawan, A. 2019).
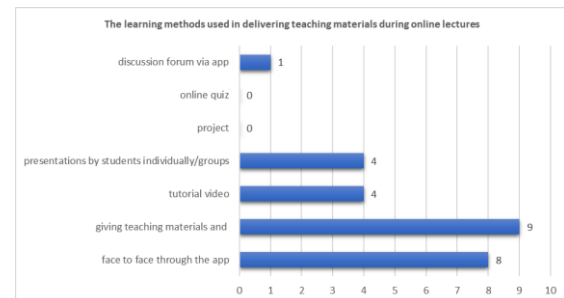
Picture 6. The online (online) learning method used

The results of the analysis through the google form can be obtained information that 75% of lecturers use the method by giving materials and assignments to students. 66.7% (8 lecturers) used the face-to-face method through the application. Video learning and presentations by students individually/groups of 33.3% (4 lecturers) and the remaining 1 lecturer using discussion forums through applications.

The students' understanding of the material provided by the lecturer online (online) was quite diverse, some answered that they understood enough and some said they did not understand, they had difficulty understanding the material provided by the lecturer due to disturbances and obstacles during online (online) learning.

One student argued:
"Yes, I have difficulty in understanding the material given by the lecturer. Frequent interruptions due to sudden bad network"

The same thing was also expressed by other students:

"It is quite difficult to understand the lecture material given by the lecturer, both theory and practical courses. Especially if suddenly the network has problems. So lazy to attend lectures"

Broadly speaking, there are several reasons why they do not understand the material given by the lecturer when learning online (online):

1. The lecturer's voice sounded intermittent because the network suddenly went bad.
2. Less explained material
3. Not free to ask the lecturer
4. Lecturers are more focused on the material
5. Difficulty in practical courses
6. Lecturers only provide materials and assignments
7. Application limitations

Perceptions of Students and Lecturers Regarding the Implementation of On-line Learning in the Geography Education Study Program of STKIP Pesisir Selatan

Online learning (online) is certainly different from learning that is carried out face-to-face, but learning must remain effective so that learning objectives can be achieved properly.

Perceptions of lecturers and students towards online learning (online) at the Geography Education Study Program of STKIP Pesisir Selatan, it was found that online learning (online) was of the opinion that it was not effective and some thought that it was quite effective.

From some student opinions, the ineffectiveness of online learning occurs for several reasons, especially the problematic internet network, the lecturer conveys the material only in essence, then the lecturer sends the material through the application and gives assignments, they are asked to complete every material in the RPS that has been distributed at the beginning of study. Here are some student statements:

"Not effective, the material discussed is few. The lecturer only gave the gist of it. After that, we took the material sent by the lecturer via google classroom and made an assignment. Even though not every meeting makes assignments, we get quite a lot of assignments"

Another student also said that:

"Not effective, because students are always required to complete the learning syllabus even with limited lecture time"

Opinions from several lecturers that the factors causing the ineffectiveness of online

(online) learning are the internet network, factors originating from students such as students being less focused on lectures, a distraction from home, not paying attention when lectures are in progress.

The following is a statement from a lecturer:

"Less effective. I have had many problems and complaints from students. Generally the problem of internet network and quota. There is help but they don't think it's enough."

Another lecturer stated: "The obstacle in the online lecture process is the internet network which is often problematic, in courses that have practicum students have difficulty in carrying out practicum steps"

Almost the same statement was also conveyed by the following lecturer: "Generally the internet network is problematic. Devices used by students. Difficulty in monitoring students because they sometimes take the camera offline. if reprimanded then activate the camera. constraints in using the application, limited time when using zoom because it is not premium. If you use Google Meet, you don't really understand like when you share a screen."

Kotler and Keller in Mulyapradana et al. (2020) states that satisfaction is the perception that a person feels about feeling happy or disappointed as a result of comparing performance which is the result (product) against his expectations. The following is the satisfaction of lecturers and students towards online learning (online).
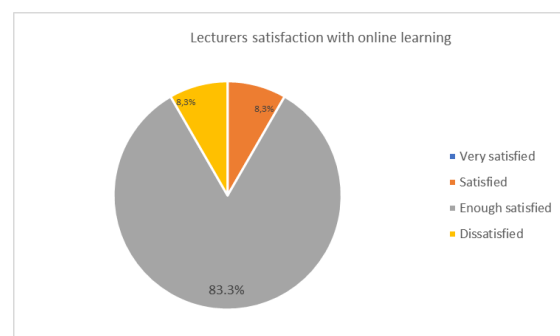
Picture 7. Lecturer satisfaction with online learning (online)

Based on the results of the percentage in the figure, 83.3% of lecturers are quite satisfied with the online learning that has been carried out. Each 8.3% of lecturers expressed satisfaction with online learning (online).
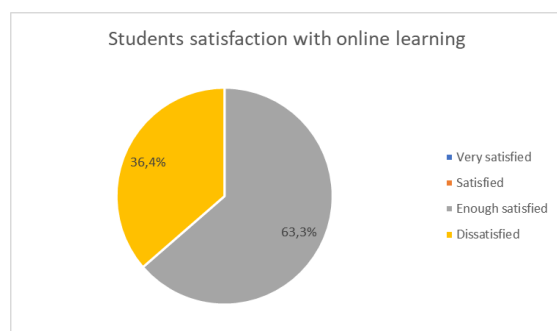
Picture 8. Student satisfaction with online learning (online)

Based on the information obtained from the image above, it is known that 63.6% of students are quite satisfied with online learning and the remaining 36.4% are dissatisfied with the online learning that has been implemented.

Obstacles During Online Learning in the Geography Education Study Program of STKIP Pesisir Selatan

As we know, the Covid-19 pandemic has spread throughout the world and has had an impact on various aspects, one of which is the education aspect. With the emergence of the transfer of new learning models, it is undeniable that there will be obstacles / obstacles when learning online. These obstacles are in the form of inadequate internet quota, unstable internet network, piling tasks, lack of understanding of the material, and lack of motivation to learn (Amalia et al., 2020).

In line with the results of interviews that have been conducted, the obstacles experienced during online learning during the COVID-19 pandemic are internet networks and quotas. This is also in line with the research of Sadikin et al., (2020) which said that the challenges in online or online learning include the availability of internet services and inadequate quotas because purchasing internet data quotas is quite expensive.

Online (online) learning requires lecturers to think creatively in learning activities to be able to master technology and operate online learning media, and requires students to spend more money to buy internet credit than changes in previous student study habits. So that during this covid-19 pandemic, the role of the internet network in online learning (online) is the most reliable thing for the smooth process of online learning (online).

If the answers from lecturers and students are analyzed regarding the understanding of the material, the ineffectiveness of online learning (online), the lack of online learning (online), the obstacles, complaints, and inputs were given, the main answer from them is the problem of the internet network. It can be concluded that according to the respondents the main thing that must be optimized is the problem of the internet network.

As explained by Napitupulu, (2020) that the biggest dissatisfaction with online learning is due to network instability, and students are cited as having network difficulties that interfere with their classes. Networking is an important factor in the online learning environment. Students highlight increasing networking, which caters to online learning classrooms, as an important consideration. In distance learning, networking is not only a method for distributing educational materials but also a means to promote interaction between teachers and students or among students.

Other complaints that were also conveyed by lecturers and students while implementing online learning were difficulties in understanding the material, this is in line with the results of other studies which also reported that not a few students had difficulties in understanding lecture material online. Teaching materials are usually delivered in the form of readings that are not easily understood by students thoroughly (Sadikin, A., & Hakim, N., 2019). Tasks piled up, distractions when studying online at home, technology gaps, poor teacher-student relationships.

CONCLUSION

Based on the results of this study, researchers can conclude that the lecture process during the covid-19 pandemic was carried out online (online) and face to face. The applications used are google meet, zoom meeting, google classroom, and whatsapp group. This application is easy to use. The learning method that is often used is face-to-face through applications, giving materials and assignments. The material is a bit difficult to understand and the learning is less effective, but the results of the study state that the respondents are quite satisfied with the online learning that has been implemented. The ineffectiveness of online learning is caused by several obstacles. The most frequent obstacles and complaints are the limitations of the internet network and internet quota.

ACKNOWLEDGEMENTS

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