Effectiveness of Online Learning In Pandemic Covid-19

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Abstract.

This study aims to determine the effectiveness of online learning during the Covid-19 pandemic. This research is a quantitative descriptive study using survey methods conducted online. The sample collection method uses simple random sampling, where the sample of this study is an active student in the management study program, Faculty of Economics, University of West Sulawesi; Primary data collection in this study was carried out by distributing questionnaires online to 115 respondents. Data obtained by filling out questions that were distributed to all respondents in the form. Furthermore, the collected data was analyzed to be described.The results of data analysis obtained from filling student questionnaires can be concluded that the online learning system carried out during the COVID-19 pandemic is effective and inefficient. Effectively implemented because of the conditions that require online study and inefficient because the costs incurred more when compared with offline lectures.

Keywords: *Effectiveness of Online Learning, Covid-19*

1. INTRODUCTION

Educationalist a tool to change the way of thinking and acting towards a goal that has meaningful value in life both individually, society, or state. Understanding education based on Law No.20 of 2003 is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and state. So, through education, the pattern of thinking is instilled, instilling values, developing self-potential and forming personality, so that it can be transformed from generation to generation for the sake of human civilization in the life of society, nation and state.

Education has the most important role in the civilization of human life so far. all innovations in human life from all walks of life begin with education. Without education, the perceived civilization will never happen, life will continue on the law of the jungle. Various methods of education continue to change from time to time following the demands of the times and patterns of human life, to the life of modern society today such as basic needs which are almost the same as the primary needs of humans such as eating and drinking. Since the Coronavirus spreads rapidly globally and has a direct impact on 33 countries in various parts of the world infected with the Coronavirus. Where 33 countries infected with the Coronavirus reported there were 78,966 deaths caused by the Coronavirus in early 2020 and the death rate increased by around 2,468 deaths each day due to the Coronavirus (Khan & Fahad, 2020). Very rapid transmission and growing cases caused the WHO to decide on March 11, 2020, as the Corona Pandemic Day (Mona, 2020). In addition to causing death, based on data from UNESCO, there are 290 million students (students and students) who are disrupted in the learning process, due to the closure of schools and campuses (Purwanto et al. 2020).

Corona Virus Disease (Covid-19) outbreak has provided challenges itself for educational institutions, especially higher education. Anticipating the transmission of the virus the government has issued various policies, such as *isolation, social and physical distancing* to large-scale social restrictions

(PSBB). This condition requires its citizens to *stay at home*, work, worship, and study at home (Jamaluddin et al.2020). Some universities in Indonesia have implemented systems technology *blended learning* or *hybrid courses,* which are learning processes that integrate online learning and face-to-face learning. between lecturers and students. But due to COVID-19, all universities in Indonesia and even throughout the world are required to implement Information Technology (IT) to be used as an online learning media. Teachers, educators, and students, especially in Indonesia feel the true impact of COVID-19, which according to Wahyudi (2020), causes a variety of panic at the university level that is not ready to conduct online teaching. Based on the Circular of the Indonesian Minister of Education and Culture No. 3 of 2020 concerning Prevention of COVID-19 in the Education unit, all tertiary education in Indonesia, took a firm step on the government's call to conduct learning activities from home. Although the problem of applying Information Technology (IT) in Higher Education in Indonesia is one of the interesting themes for researchers and practitioners in the discipline of Information Systems since two decades ago (Irfan et al., 2019).

Based on the Circular Minister of Education and Culture Minister of West Sulawesi University responded to this by issuing Circular Letter 211 / UN55 / HK / 2020, dated March 27, 2020, to carry out all recovery activities from home through various applications that facilitate students and lecturers to continue learning. Faculty of Economics, the University of West Sulawesi during the Pandemic COVID 19 has implemented an online learning system ranging from teaching and learning, guidance proposal/thesis, and seminar proposal/thesis as a form of implementation of the Work From Home (WFH) to chain termination outbreaks COVID 19. Learning online is not a problem for lecturers and students in the Study Program who have implemented an e-learning system or blended learning, both the system, the technical, and the learning culture. Learning by using e-learning online has various advantages, namely: a). Low cost, b). following the latest developments, c). teaching materials are chosen as needed, d). can be accessed from anywhere and anytime, e). universal, f). build community (Sukmadinata, 2003).

Problems arise when lecturers and students are not accustomed to using profitable online learning, especially related to operational techniques using programs models *e-learning*. model *e-learning* Which will be used? What is provided by the University of West Sulawesi through e-learning, or using *tools* other that are already mastered by students and/or some lecturers? Or just use *What's App Group* which is used to communicate between students? What is the right learning model for each different subject? How well is the accuracy of the media so that it is well managed and still maintains students' online learning motivation in the situation of the 19th plague? So that the difficulty does not increase, both in terms of technical, especially psychological, it requires empathy scores from lecturers as a basis for online learning, at least it will ease the psychological burden of students. Empathy in the sense as according to Heinz Kohut, namely the capacity to think and feel oneself into the lives of others. The attitude of positioning oneself to others is carried out modestly and sincerely (Danim, 2011, pp. 241–242).

Various studies have been carried out regarding online learning while pandemic COVID 19 occurs. Roida Pakpahan, Yuni Fitriani (2020) conducted a study entitled "Analysis of the Utilization of Information Technology in Distance Learning in the Middle of Corona Covid-19 Pandemic Virus" The use of information technology has a very important role in the implementation of distance learning amid the coronavirus pvidemic19, the process learning can run well with the existence of information technology that has developed rapidly at this time including *e-learning, google class, WhatsApp, zoom,* and other information media and internet networks that can connect lecturers and students so that the learning process can run properly as it should be although amid the coronavirus pandemic Covid-19

Wisdom, Endang Hermawan, Aldim, Irwandi (2020) conducted a study entitled "Effectiveness of Online Learning During the Covid-19 Pandemic Period: An Online Survey" of home learning policies by implementing online learning using the Zoom application for k face-to-face and WhatsApp to provide lecture material and assignments for online learning media. The test results found that online learning with Zoom and WhatsApp is only effective for theoretical and theoretical courses and practicum, while in online lecture practice and course subjects are less effective Yensy (2020) conducted a study entitled "Effectiveness of Mathematical Statistics Learning through Whatsapp Group Media Judging from Student Learning Outcomes (COVID Pandemic Period 19) ". The results of his research show that the Mathematics Statistics Course at the Mathematics Education Study Program Department of Mathematics and Natural Sciences Faculty of Bengkulu University using WhatsApp Group media is quite effective when viewed from student learning outcomes. Student learning outcomes after lectures using WA Group are higher than student learning outcomes before lectures using WA Group. However, this learning still has some weaknesses, including signals that are difficult to reach by students who live in the area, a lot of chat that makes the cellphone memory full so that the internet connection is slow and quite tiring because

they have to go back and forth to see the chat from the beginning of learning. Those who are interested in conducting similar research should be able to apply to learn and compare with other online media, given the lack of learning through WA Group media. This

study aims to find out online learning media that can make students enthusiastic about attending lectures, especially at University Economics Faculty students West Sulawesi, which has just implemented an online learning system during the COVID-19 Pandemic. In addition to knowing effective learning media for students of the Faculty of Economics, University of West Sulawesi, this study was also carried out as a strategy of the Faculty of Economics of the University of West Sulawesi in maintaining the enthusiasm of students so that they can keep their enthusiasm for online learning in the Pandemic Era COVID-19.

II. METHODS

This research is a quantitative descriptive study using survey methods conducted online (Sugiyono, 2017). The sample collection method uses *simple random sampling,* where the sample of this study is an active student in the management study program, Faculty of Economics, University of West Sulawesi ,. Primary data collection in this study was carried out by distributing questionnaires online to 115 respondents. Data was obtained through filling in questions that were distributed to all respondents in the form of google on the link https://forms.gle/VbqM7myWhwdfpMfc9 . Then the data collected is analyzed to be described. The components contained in the questionnaire consisted of several questions, namely (1) Do you now carry out online lectures; (2) If carrying out online lectures, what applications are used; (3) What is your level of satisfaction in attending lectures online; (4) Obstacles that are often found during online lectures; (5) Whether the material presented can be understood; (6) What is your opinion about online lectures; (7) What applications are suitable for conducting online lectures.

III. RESULT AND DISCUSSION
A. Brief Profile of Respondents
Respondents in this study were students of the Faculty of Economics, University of West Sulawesi Management study programs who actively participated in online lectures during the COVID 19 pandemic, amounting to 115 respondents consisting of 2,3,4,6 and 8 semesters (research held in the even semester of 2019-2020). The data distribution of respondents is as follows :
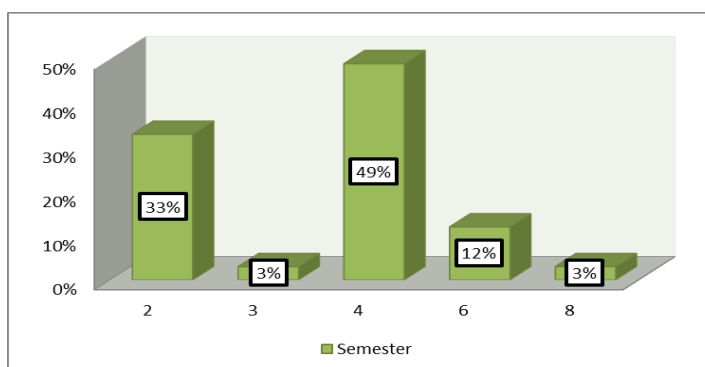

Figure 1. Distribution of Respondents who Filled the Research Questionnaire

B. Conditions for Online Lecture The
Conditions of online learning discussed consisted of implementation of learning, applications used during online lectures, your level of satisfaction in attending online lectures, constraints which are often found during online lectures, the material presented can be understood, how respondents feel about online lectures and what applications are suitable for conducting online lectures. The complete data can be seen in the picture below:
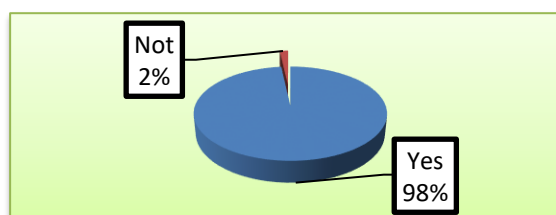

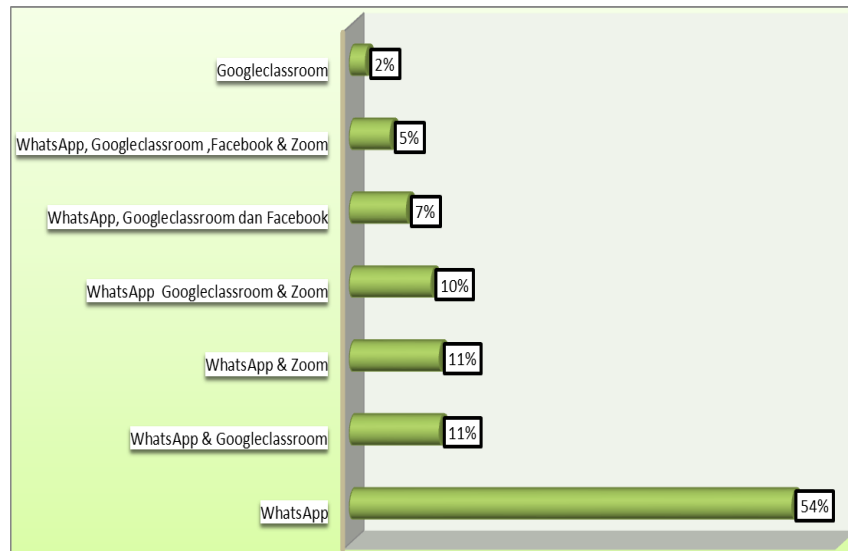**Figure 2**. Implementation of Online Learning
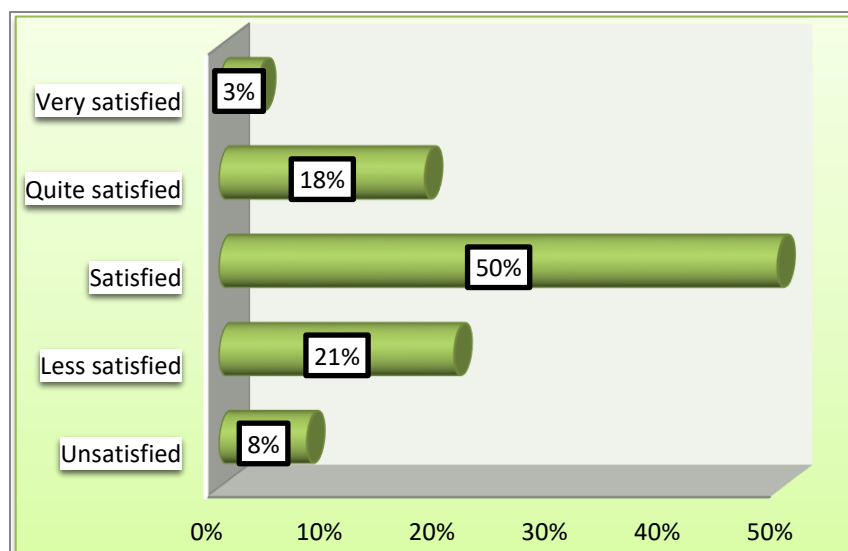
Figure 3. Applications used

Figure 4. Level of Satisfaction during Online Lectures
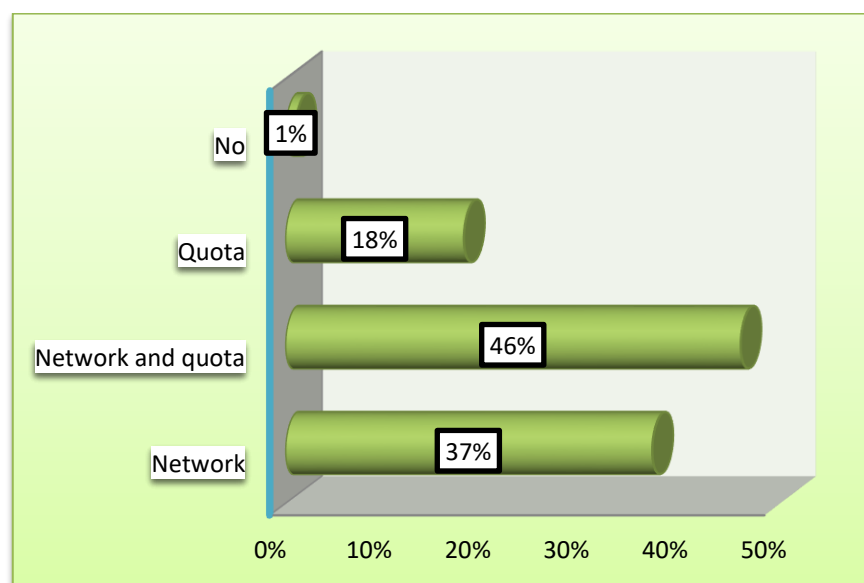

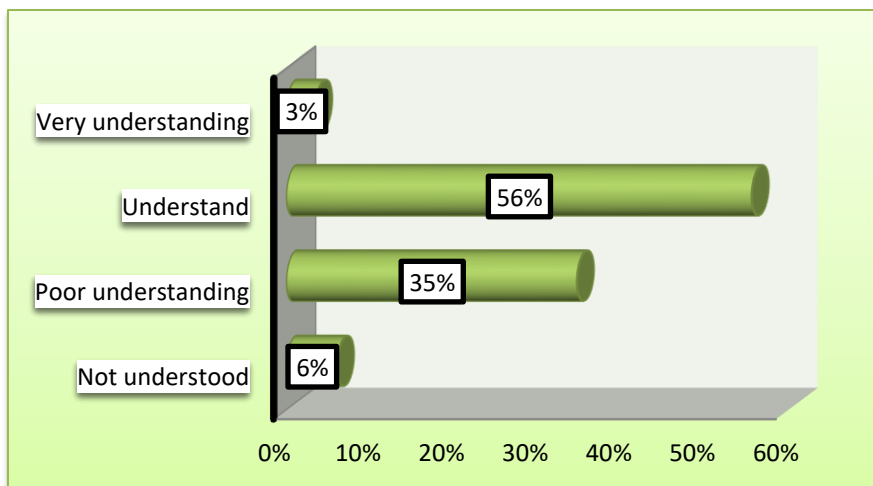**Figure 5**. Obstacles during Online Lectures

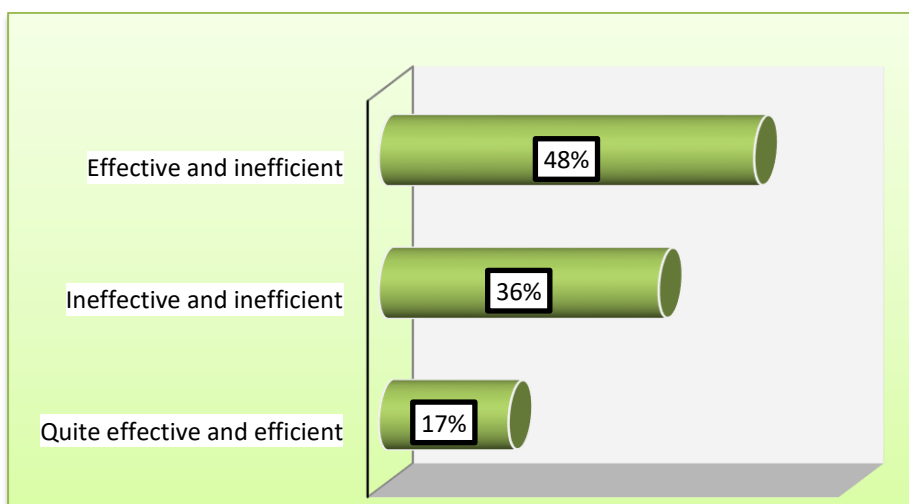**Figure 6.** Material delivered during Online Lectures

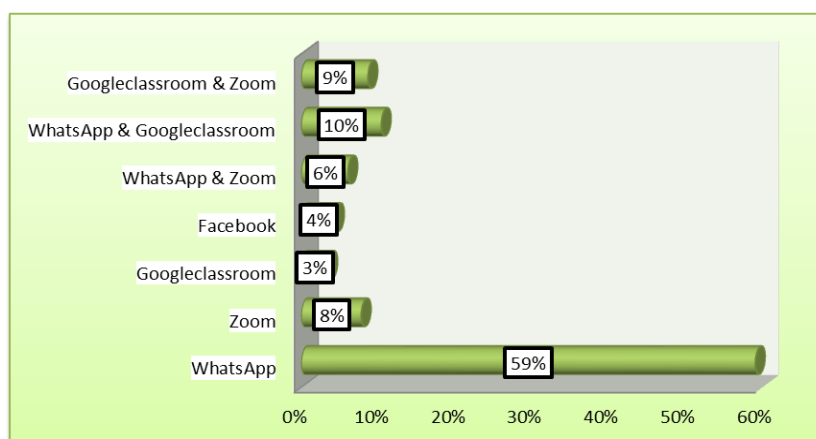**Figure 7.** Respondents' Responses Regarding Online Lectures.

Figure 8. Suitable applications used for online lectures

Based on the picture above, it is known that the respondent answers varied questions. Figure 2 explains that almost all respondents during the COVID 19 pandemic attended online lectures, only 2% of respondents did not carry out online lectures. In picture 3, out of 98% of respondents who attended each lecture online, 54% used only the WhatsApp application, 11% used two combinations of the WhatsApp application with Google classroom and WhatsApp with Zoom. 10% of respondents use three

combinations of the WhatsApp, Google classroom, and Zoom applications in each lecture. The Google classroom application was less popular among respondents in each online recovery during the COVID 19 pandemic ie only 2% of respondents used it. Figure 4 shows the level of satisfaction of respondents in attending online lectures during the COVID pandemic 19. 50% expressed satisfaction, 21% stated less satisfied, 18% were quite satisfied, 8% were not satisfied and 3% of respondents stated very satisfied. respondents' lack of expertise because they are still adjusting the online learning method because they are accustomed to taking part in offline recovery so far. The satisfaction of respondents in following recovery with an online system because recovery is still ongoing even in emergencies due to COVID 19 and respondents who stated that they were very satisfied because they could attend lectures while gathering with family and carrying out other activities that had been delayed due to offline recovery.

The constraints experienced by respondents during online lectures in Figure 5 explain that 46% of respondents stated network and quota constraints, 37% stated that they were only networks, 18% said they only had quotas and 1% said there were no constraints. Network constraints explain the difficulty of getting a network in their place of residence due to the lack of supporting infrastructure so they have to find places that can reach the network such as in trees, on river banks, on mountains, and need time to reach these places. The quota constraint in this case is the limited cost of buying a quota. Moreover, many parents of respondents lost income due to being economically affected during the COVID pandemic 19.

Figure 6 shows the level of understanding of each material given during online recovery, as many as 56% of respondents said understood the material provided, 35% of respondents did not understand, 6% were not understood and only 3% of respondents expressed very understandingly. Respondents' misunderstanding is motivated more by the lack of explanation on each material provided and respondents who state that they are very understanding because they are more creative in seeking understanding material related via YouTube or modules that are downloaded for free on the internet.

Respondents' responses during online lectures during the COVID pandemic 19 are shown in Figure 7. 48% of respondents stated that they were effective and inefficient, 36% of respondents said that they were ineffective and inefficient and 17% of respondents said that they were quite effective and efficient. Respondents who said they were effective and inefficient were motivated by circumstances that forced them to complete college online, but on the other hand, the cost of buying a large club quota was so inefficient when compared to lectures face to face directly or offline. On the other hand, respondents who stated that online lectures during the COVID 19 pandemic were ineffective and inefficient were motivated by their unpreparedness to attend lectures online and needed time to adjust, plus considerable costs were incurred to purchase quotas. The adjustment meant here is that online lecture time is very erratic, assignments are given too much when compared to lectures offline and the material sent is so concise without detailed explanation. In Figure 8, answering applications that are suitable for use during college online. 59% of respondents stated using the WhatsApp application, 8% used the Zoom application, 4% used the Facebook application, 3% used the Google classroom, 6% used a WhatsApp and Zoom application combination, 10% used the WhatsApp and Google classroom combination and 9% used the Zoom application combination and Google classroom. The use of the WhatsApp application according to respondents saves more quota, is not complicated, and is more commonly used.

The weakness in this study is that it does not suggest effective methods of learning and assignments and examinations if online lectures continue during the New Normal period. Rachmat and Krisnadi (2020) have conducted research that analyzes the effectiveness of online learning during the COVID 19 pandemic at SMK 8 Kota Tangerang and one of the analyzes includes an effective assignment method which is a learning model using modules / books held by students and types of tasks that can be understood by students is a multiple choice assignment. So that further research is needed to complete this research.

IV. CONCLUSION

Based on the results of data analysis obtained from filling student questionnaires, it can be concluded that the online learning system conducted during the COVID-19 pandemic is effective and inefficient. Effectively implemented because of the conditions that require online study and inefficient because the costs incurred more when compared with offline lectures. Costs incurred mainly to buy internet quota to keep up with online lectures. The most suitable application to use during online lectures is WhatsApp because it is felt to be cheaper and commonly used. Constraints encountered during online lectures are network problems.

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