

**PEMBELAJARAN DI ERA COVID-19, TANGGAPAN MAHASISWA DAN DOSEN*****Learning in COVID-19 Era, Responses of Students and Lectures*****¹Jamiatul Hamidah ²Rahmatya Nurmeidina dan ³Dina Rafidiyah**¹Universitas Muhammadiyah Banjarmasin, Kalimantan Selatan, Indonesia.²Universitas Muhammadiyah Banjarmasin, Kalimantan Selatan, Indonesia.³Universitas Muhammadiyah Banjarmasin, Kalimantan Selatan, Indonesia.**ARTIKEL INFO**Diterima
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September 2021**ABSTRAK**

Saat terjadi pandemi COVID-19, kelas tatap muka di Universitas Muhammadiyah Banjarmasin beralih ke metode online. Mengubah kebiasaan dari pembelajaran langsung ke pembelajaran online membutuhkan penyesuaian dan pembiasaan, baik bagi dosen maupun mahasiswa. Penelitian ini bertujuan untuk mendeskripsikan (1) kendala yang dihadapi mahasiswa Matematika dan Bahasa Indonesia dalam menyelenggarakan perkuliahan online; (2) aplikasi online digunakan oleh dosen matematika dan bahasa Indonesia, termasuk prosedur penilaian (absensi, tugas, dan ujian); dan (3) diperoleh solusi untuk mengatasi berbagai kendala pembelajaran online agar tujuan pembelajaran dapat tercapai. Metode penelitian ini adalah metodologi penelitian deskriptif. Data diperoleh melalui Google Form. Pesertanya 44 mahasiswa dan 10 dosen. Hasil penelitian menunjukkan bahwa keluhan mahasiswa terhadap pembelajaran online adalah jaringan internet yang terbatas, kuota yang terbatas, banyaknya jumlah tugas yang diberikan oleh dosen, dan kurangnya pemahaman materi yang disampaikan oleh dosen. Sedangkan strategi dosen dalam menilai mahasiswa secara online dilakukan dengan menggabungkan beberapa media atau aplikasi yang mendukung. Beberapa alternatif solusi yang ditawarkan adalah (1) adanya kesepakatan anatar dosen dan mahasiswa tentang metode dan media apa yang akan digunakan dalam perkuliahan online; (2) membuka kesempatan berkomunikasi secara terbuka antara dosen dan mahasiswa untuk menghindari kesalahpahaman materi yang disampaikan, tugas dan lain sebagainya; (3) penggabungan media dan aplikasi disesuaikan dengan mata kuliah yang diajarkan; dan (4) pembuatan soal-soal ujian lebih diarahkan pada pemahaman siswa sehingga meminimalisir kemungkinan mahasiswa untuk menyontek.

Kata Kunci: Pembelajaran Online, Tanggapan Siswa, Tanggapan Dosen

ABSTRACT

When the COVID-19 pandemic occurred, face-to-face classes at the University of Muhammadiyah Banjarmasin switched to the online method. Changing habits from direct learning to online learning requires adjustment and habituation, both for lecturers and students. This study aims to describe (1) the obstacles faced by Mathematics and Indonesian students in conducting online lectures; (2) online applications are used by mathematics and Indonesian language lecturers, including assessment procedures (attendance, assignments, and examinations); and (3) obtained solutions to overcome various obstacles to online learning so that learning objectives can be achieved. This research method is a descriptive research methodology. Data obtained through Google Form. The participants are 44 students and 10 lecturers. The results showed that student complaints against online learning were limited internet networks, limited quota, the large number of assignments given by lecturers, and a lack of understanding of the material presented by the lecturers. While the lecturer's strategy in assessing students online is carried out by combining several supporting media or applications. Some of the alternative solutions offered are (1) an agreement between lecturers and students on what methods and media to use in online lectures; (2) opening opportunities to communicate openly between lecturers and students to avoid misunderstanding of the material presented, assignments and so on; (3) the integration of media and applications according to the subjects being taught; and (4) the making of exam questions is more focused on students' understanding so as to minimize the possibility of students to cheat.

Keywords: Online Learning, Students' Responses And Lectures' Responses

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INTRODUCTION

Implementation of teaching and learning at the University of Muhammadiyah Banjarmasin, so far was done with face-to-face meetings. Since the COVID-19 pandemic has taken place, we have to implement online classes. Based on the regulation of the Ministry of Education and Culture, which was followed by the rector's announcement, then during the COVID-19 pandemic period face-to-face lectures were abolished. Students and lecturers carry out classes in their homes using a variety of media or applications that can support online learning. Changing habits from direct learning to online learning requires adjustment and habituation, both for lecturers as teachers and students as learning participants.

In addition to learning activities, exam activities both midterm exam and final exam also require adjustments during online learning. Previously the lecturer gave written exam questions on a piece of paper, which were distributed in class according to the exam schedule and completed by students at a certain time. While for practical tests, students practice in the classroom or laboratory with the supervision of the lecturers. After the COVID-19 pandemic, the test method also experienced adjustments. Lecturers and students conduct online examinations using a variety of supporting and affordable media.

Some researches on online lectures discusses the effectiveness and obstacles encountered. Among them is research by Tantri (2018), the data source of this research was derived from a questionnaire filled out by 60 students. The results show that social presence in online learning is very important, and can be applied through the point of view of the aspects of connectedness, learning aspects, and social aspects.

Similar research was done by Rusdiana and Nugroho (2020), this research uses quantitative methods and data collection uses a questionnaire and continued with quantitative descriptive data analysis. The results and discussion show that the development of online classes in "Pengantar Hukum Indonesia" courses using teaching materials that are practical and easily understood by bachelor of Law students through several stages ranging from mapping, implementing online media making, conducting online lectures and evaluating through assignments. Implementation of online classes requires an evaluation of class preparation also requires evaluation from students.

In addition, other similar studies were also conducted by Khusniyah and Hakim (2019), this study illustrates the effectiveness of online based learning on the ability of students to understand English texts. Online learning used in this study is web blogs. The results showed that there were differences in students' understanding of English texts between before and after the use of web blogs. In this case, online learning assisted by the web blog has a positive influence on improving students' English reading skills.

Research on online learning during the COVID-19 pandemic, by Jamaluddin et al. (2020), this study uses a survey method of 265 respondents. The results showed that 99.6% of respondents carried out online learning with 86% of respondents stated their implementation according to the schedule set by the faculty. Online learning media that are mostly used are Google Class Room. Barriers in implementing online learning are unstable internet networks and limited quotas. Projections of online learning systems for prospective teachers in the future, need to consider: (1) Strengthen the spirit and essence of teacher candidates. (2) Increase the insight of online learning literacy, both

lecturers and students. (3) making blended, online and face-to-face patterns in normal lectures. (4) Develop a pattern of causality with business driven by technology in lectures in the classroom.

Online learning research in the midst of the COVID-19 outbreak was also carried out by Sadikin and Hamidah (2020). The participant of this research is students majoring in biology. The results of this study reveal that: (1) Students already have the basic facilities needed for online learning. (2) Online learning has flexibility in its implementation and is able to encourage independent learning and active motivation in learning. (3) Distance learning encourages the emergence of social distancing behavior and minimizes the appearance of student crowds so that it is considered to reduce the potential for the spread of COVID-19. Although there are many advantages in online learning, there are also some disadvantages, namely weak supervision of students, lack of strong internet signal for online learning, and expensive quota fees that are considered hard and became a burden for students.

In line with this research, in the Math Education Study Program, research on online learning of algebraic structures and real analysis was also carried out by Djamilah and Lazwardi (2020). Mathematics learning generally requires full attention and concentration from students and requires a lot of practice. This has its own challenges for both lecturers who teach and students who learn. From the results of this study, it was concluded that students prefer online learning through the WA group and google classroom. The online learning method used in the algebraic structure course has several variations. First, delivery of material in the form of a pdf file followed by questions and answers discussions and exercises through google classroom. Second, delivery of material and discussion of questions and

answers through zoom meetings. Third, the delivery of material in the form of a pdf file accompanied by an explanatory video then continued with questions and answers discussions and exercises through google classroom. Fourth, delivery of material through google classroom, then a discussion of questions and answers and quizzes through the WhatsApp group. The quiz used was in the form of giving a question by the lecturer, then answering it by all students, then the lecturer gave feedback until the students understood the correct solution. After one question is finished, continue with the next question.

The difference between this research and previous research is the focus of research on students and lecturers' responses in conducting online lectures, which at first, they were accustomed to face-to-face lectures. In addition, this study revealed how the lecturer in assessing students' attendance, performing assignments, and examinations (midterm exam and final exam). Therefore, it is necessary to classify how students respond to online lectures and how lecturers provide assessments. The purpose of this study is to: (1) Describe the obstacles faced by Mathematics and Indonesian students in conducting online lectures. (2) Describe the application of online lectures by Mathematics and Indonesian Language lecturers, including procedures for assessment (attendance, assignments, and examinations). (3) Finding solutions to overcome various online learning obstacles so that learning objectives can be achieved.

METHODS

Descriptive Research Methodologies are used to describe and explain phenomena to be examined by adding narrative to deepen their meaning (The Association for Educational Communications and Technology, 2001). Quantitative data were

presented by charts to make it easier to analyze. Data was collected by distributing questionnaires to 44 students and 10 lecturers. Data collection techniques to determine the response using a questionnaire filled out by students and lecturers online through the Google Form, the observation of researchers as lecturers using online lectures and interviews to clarify the information obtained from the questionnaire. Data analysis is done by reading the entire results of questionnaires provided by students and lecturers, analyzing the results of observations and interviews, then identifying based on the description of the implementation of online lectures, the results of questionnaires provided, and identifying the factors constraints faced by students and lecturers in applying the online classes. The final stage is drawing conclusions from descriptions of online classes responses by students and lecturers.

RESULTS AND DISCUSSION

The implementation of the Study from Home, lecturers and students of FKIP UM Banjarmasin, particularly at the Indonesian Language Study Program and Mathematics Education Study Program, carry out online learning activities and examinations. This is still new method for lecturers and students, it gives rise to diverse responses from both lecturers and students. Various obstacles in lectures and assessments also cannot be denied. Based on the data collected, it was found that student responses were related to limited internet networks, limited quotas, the number of assignments given by lecturers, and the lack of understanding of the material delivered by lecturers. While the response of lecturers in assessing students, is done by combining several media or applications that support

I. Student Responses to Online Learning

Based on the data collected, it is known that 23% of respondents said they attended online classes through the WhatsApp Group (WAG) made by lecturers, 33% of online classes were conducted through the Google Class Room, and 33% of online classes were conducted through Zoom meeting rooms. The other 10% uses email, canvas, YouTube and Edpuzzel. In this case, it can be said that Google Class Room, Zoom and WhatsApp are the most widely used media for online classes.



Figure 1 Media Used in Online Learning

Furthermore, based on the data obtained, the learning method that is most sought after by students is through the WhatsApp Group (WAG) and Google Classroom. This is in line with Jamaluddin's research, which states that the majority of media used in online learning is Google Classroom (Jamaluddin et al., 2020). The reason stated is because by using this media, it does not consume too much quota and can be reached in a limited network. Students also stated that through the two applications, there was ease in sending or receiving learning materials, ease in discussing, and ease in storing material files. Furthermore, Jamaluddin stated that the various obstacles found during the online learning process can affect the psychological condition of students, so it is necessary to have a solution to these obstacles, for example the ability in managing stress faced.

The study of student responses to online learning, also in line with research by Rusdiana and Nugroho (2020), which states

that online media is a variation in learning that follows the development of science and technology, can be responded well and is liked by students, if supported by the readiness of lecturers in terms of teaching materials and infrastructure support from tertiary institutions. Establishing media that can be reached by students and lecturers, as well as easier of access is the main thing in achieving quality online lecture implementation. Therefore, the response of Indonesian Language Study Program and Mathematics Education Study Program students who chose WhatsApp Group (WAG) and Google Class Room media as an affordable and easier to use that media.

2. Factors that Become Obstacles in the Implementation of Online Classes

During the COVID-19 pandemic, classes were transferred to online learning, most students of the Indonesian Language Education Study Program and Mathematics Education Study Program who came from the different they have to return to their hometowns. This causes a variety of obstacles encountered to carry out online classes. In contrary, if they still on campus, free internet networks are always available.

The amount of 46% of students stated that the main problem they faced while studying online was limited internet networks or signals in their area, while 42% of students stated that the second obstacle in online lectures was their limited credit. There was even a student who told us that in his village it was difficult to buy internet credit. In addition, there are some lecturers who start online lectures that are not on schedule, this led to clashes with other lecture’s schedules. Especially if the lecturer suddenly starts online without prior notice, some students state that they eventually miss class and are deemed absent.



Figure 2 Constraints in Implementing Online Classes

Another obstacle faced by students in online lectures is their limited references. Usually on campus, students can easily get references in the University of Muhammadiyah Banjarmasin library, or Banjarmasin regional/city library. While in their villages, the students have difficulty getting reference books. If they have to download e-books, they got problem of unstable internet networks. In addition, because at this time students live with their parents, they said online lectures are also hampered by activities at home to help their parents.

In terms of time effectiveness, online classes also have constraints. For example, for a regular schedule, class time of 1 SKS is equal to 50 minutes. If one course consists of 2 credits, then the amount of time in one meeting is 100 minutes or 1 hour 40 minutes. But in fact, when studying online, 2 credits can be served in 2 hours or more. Initially the lecturer waits for all students to be in the network, fills in the attendance list, then chat discussions are sometimes slow to be sent and accepted by lecturers, therefore the class time become longer. Lecturers who enter online lectures not according to schedule were also become the students’ complaints. The problem of assigning time and the collection limit is also burdensome for students. As the result they have to be good at managing the time between doing various college assignments and various assignments at home to help their parents. Some students said that while at home, they helped their

parents work in the fields or some helped their parents sell at the stalls.

Related to the limitations that are run in online lectures, the obstacles faced by students are also about lecture material that is poorly understood. Sometimes there are lecturers who give assignments without explaining the material beforehand. Or there are also lecturers who only send material, but do not add an explanation and do not open up opportunities for students to ask questions. This condition is very different from the face-to-face atmosphere in the class. In the classroom, inevitably the lecturer must explain the material presented to students. If not, students have ample opportunity to question material that they do not understand.

The problem faced by students in online learning during COVID-19 was some of the students does not have laptops. Online lectures are run using Android phones or smartphones, but to do assignments or answer typed exam questions, there are difficulties. Some Android phones do provide features for typing and editing Microsoft Word programs on cellphones, but some cannot. Meanwhile, the availability of computer rentals in the village is not as easy as in the city. Finally, the solution was for the student to do a handwritten assignment on folio paper, then photograph it with a cellphone camera or use a camera scanner. In this case, the lecturers' willingness to understand the student's condition is very important. Because if the lecturer insists on students, to meet the target assignments as in normal conditions, of course, it will be very difficult.

3. Lecturer Responses to Online Lectures

All lecturers claimed to use online classes since the COVID-19 pandemic. The most used media is the WhatsApp Group (WAG) and Google Classroom, because they are considered the most accessible even

though students are in a limited network. Another reason many people use Google Classroom is because it can store material, exam questions, assessments, and attendant list.

Khusniyah and Hakim (2019) stated that online learning can have an impact and have a positive influence on students. Darmalaksana et al. (2020) suggested that online learning during the WFH Pandemic COVID-19 period could be carried out effectively. The main media used is the WhatsApp Group (WAG). The existence of a sense of comfort to interact with fellow learners/students is a major consideration in the use of the media. Tantri (2018) states that success in online learning is supported by elements of teaching, cognitive elements, and elements of social presence. Elements of social presence include a sense of comfort to interact, a sense of comfort to discuss, and a sense of comfort to ask questions, so online learning is as active as face-to-face learning.

In order to know about the students' activeness and attendance in online classes, they used attendance list created in Google Class Room. In addition, the lecturer opens a discussion forum to see the activeness of students in the class. Students who are not involved in the discussion or do not respond to questions and answers, are considered absent. While for the assignments was given within a certain time limit.

The strategy undertaken by Indonesian Language lecturers to achieve learning objectives is to combine methods and use of media according to the level of need. The combination, for example, lecturers provide material through Google Class Room, then discuss it in the room. If students have difficulty understanding the material presented, lecturers of the Indonesian Language Study Program will make an explanatory video that is shared via YouTube or to the WhatsApp group. For example, in

the course of learning models, lecturers are able to make an explanatory video along with examples of learning models, then the video is distributed to students.

While in learning mathematics education study programs, especially mathematics courses such as Algebra Structure, Number Theory, Real Analysis and Calculus courses, the lecturer combines various learning methods, not only providing written material in Google Classroom. The lecturer gives a concept explanation and application of the formula in more detail through video. Furthermore, the video is uploaded to the forum/Google Classroom material or YouTube and the link will be delivered to the Google Classroom. Based on the results of interviews with students it is known that learning to use video is easier because it can be repeated compared to when using live video conference.

The lecturer evaluates the lecture method used by asking questions directly, discussing students after learning, through assignments that students work on and using the learning satisfaction questionnaire. In this way the lecturer can find out whether the method used is right and can make students understand the material well or not. Furthermore, lecturers can consider whether to keep using the method or modify it.

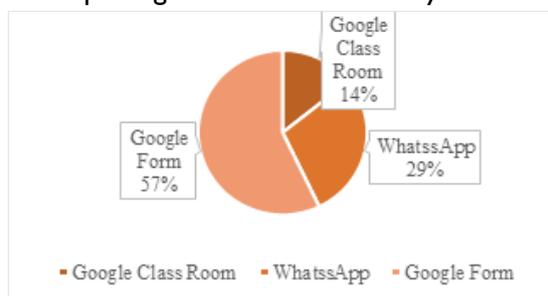


Figure 3 Application for Exam

Based on the diagram above, it can be seen that most of the lecturers use the Google Classroom application to carry out the exam. The form of the exam is written, the reason is because the Google Classroom is easier and more effective in documenting

exam questions and student answer sheets. In the Google Classroom there is a special room to share assignments or exam questions, then students can send answers back in the room. After the lecturer makes corrections and assessments, the results can be seen again by students. In order to be able to directly monitor the implementation of the written exams being carried out, the lecturer monitors through the zoom meeting application. So, it can be seen if there is any cheating during the exam.

Test questions can also be sent as a file to the WhatsApp Group (WAG). Students also collect exam answers by sending the answer sheets back to the WA group. Each lecturer who uses the WAG creates a separate group based on the course of study. For example, one lecturer can take four courses in different classes, then the WA group created also amounts to four, with the naming in accordance with the name of the course. The use of google form was also chosen as one of the assessment media by lecturers because of the easiness in correcting student exam results. The reason is that in addition to being easy, students can directly fill in the answers by typing in the form, Google form makes it possible for lecturers to know if students copy and paste answers on Google or cheat answers. The google form link made by the lecturer can be sent to the WhatsApp Group (WAG) or Google Classroom.

While for the practical test, the lecturers of Indonesian Language Study Program asked the students to make a video which is then sent to the lecturers' WA or to the lecturers' email. For example, for Micro Teaching Course, examinations are conducted with an assessment of the students' teaching practices. Videos with shorter duration are easier and faster to send via WhatsApp, but for videos with long duration will be sent by students to the

lecturer by email or the Google Drive Link. In mathematics education study program practice exams use the Zoom Meeting Application, for example in mathematics education seminar courses students present scientific articles that are analyzed and made directly, in Micro Teaching course to find out the direct interaction of students who act as teachers with students who act as students and Capita Selecta Mathematics Education Course by presenting mathematical material directly with new material notified a few minutes before the examination. The average lecturer states that face-to-face exams in the classroom are actually far more effective and can avoid cheating by the students.

In the nutshell, based on tracing the responses of lecturers and students through interviews with online learning, there are some considerations, namely:

- a) During online learning, lecturers give more assignments than face-to-face learning. This aims to motivate students to learn independently and creatively. Although for some students it is considered burdensome because some students are working while studying. In fact, one student stated that it was very difficult to manage the time to do piling up tasks. Because during the COVID-19 pandemic, this student works as a volunteer for handling the outbreak, under the coordination of the MDMC (Muhammadiyah Disaster Management Center) which is the Muhammadiyah Disaster Management Agency.
- b) Online learning is not bound by time and space, allowing students and lecturers to conduct classes flexibly. Even at a certain time, students and lecturers can do 2 or 3 things at once. For example, conducting online lectures can be while attending or listening to online seminars (webinars) or other training.

- c) When there are lecturers' instructions that students do not understand, they can ask for additional explanations through other media such as WhatsApp or telegram. A lecturer in his experience explained instructions that students did not understand by making video calls or WhatsApp video calls individually or in groups. This is done so that students really understand the assignments/instructions given.

4. Alternative Solution

Effective learning can be achieved in online learning, there are several alternative solutions that can be taken, namely:

- a. Lecturers and students must agree on what methods and media are going to be used in online classes.
- b. The communication between lectures and students must be quite opened to avoid misunderstanding in terms of material, assignments and so on.
- c. Combination of various media and applications must be chosen in accordance with the needs of the courses being taught.
- d. Making exam questions that minimize students to cheat, for example questions related to student reasoning or exposure to what is understood from the lessons.

CONCLUSION

From the description that has been conveyed in the discussion, it can be concluded that the Indonesian Language Study Program and Mathematics Education Study Program currently have implemented online learning. In the implementation, lecturers and students can adjust to the learning method despite many obstacles. Learning activities can still be carried out well, although there are advantages and disadvantages to each media used. Some of the solutions offered can be an alternative for lecturers and students to overcome problems encountered during

online learning. Among the solutions offered is to combine various media and applications in accordance with the needs of the class. In addition, lecturers and students must communicate from heart to heart to avoid misunderstanding one another.

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