Implementation of Online Learning on Teachers's and Students's Perspective in Indonesia

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Abstract:

This article is the result of observations made by the author on the Webinar participants by distributing Google forms to them with the restrictions on the Covid 19 period, namely from the beginning of Covid 19 until the webinar was held on 18th. July 2020. The total of 1.401 participants signed up, 767 of who attended via zoom meeting and youtube. The participants came from various universities in Indonesia. There are 390 students (51,05%), 178 lecturers (23,30%), 189 teachers (24,74%), and 7 students (0,92%). As a result, it was noted that 42.1% of the lecturers conducted Online Learning between 6-10 meetings and 37.7% of students attended Online Learning for more than 11 meetings. In terms of implementing Online Learning, the majority of them answered that they preferred normal learning than Online Learning as evidenced by the results of their answers, namely lecturers 85.4%, students 93.1%, teachers 89.9%, while students 100% answered the same.

Keywords:

Online learning; Perception; Arabic Students; Pandemic

INTRODUCTION

The year 2020 will be memorable as one of the dark years in the history of human life in the world. As usual, at the beginning of the year, everyone from various elements, both government and private, will be busy with their big plan to fill the new year with something optimistic to be better than the previous year. However, all of these plans are failed early because of coronavirus disease 2019 (COVID-19) or SARS-CoV-2 (Wawan Mas'udi, 2020). The Covid-19 pandemic has had a huge impact on education in the world, including Indonesia (Schleicher, 2020; United Nations, 2020). All levels of educational institutions in Indonesia ranging from basic education to colleges or universities.

Covid-19 or Coronavirus outbreak since 2019, affecting education systems around the world. Students, students, students, and students are "forced" to take lessons through the Online learning system. Use online or online communication tools and devices. The Covid-19 pandemic has had a tremendous impact on the world of education, without exception in Indonesia. Learning that is usually face-to-face must be stopped, and the implementation of learning forced to adapt to distance learning by utilizing information technology. Meanwhile, network distribution is still an acute problem. Online learning is an online learning system that was implemented from the 2019-2020 school year from kindergarten, elementary school,

middle school to college. Both state and private started on July 13th, 2020. There are many responses to this Online learning, both positive and negative. In this article, the problem question will focus on how teachers and students perceive Online Learning during the pandemic.

The world is currently impacted by the novel coronavirus disease (COVID-19). The World Health Organisation (WHO) coordinates the global efforts to manage the impacts and it declared COVID-19 as a global pandemic on March 11th, 2020 (Djalante et al., 2020).The pandemic started in the city of Wuhan, Hubei province, China, and has brought many new challenges to public health in various countries. The world has experienced global public health crises in the last 20 years caused by novel virus infections, such as HIV, Influenza A virus subtype H1N1, Influenza A virus subtype H5N1, SARS-CoV1, MERS-CoV, and Ebola. However, the epidemiological novelty of COVID-19, which caused by a strain of coronavirus (the SARS-CoV2), revealed our lack of preparedness given its sudden and rapid spread that caught many governments around the world unprepared.

The Impact of the Covid-19 Pandemic and Indonesian Education

The Covid-19 pandemic has had a huge impact on education in the world, including Indonesia (Schleicher, 2020; United Nations, 2020). All levels of educational institutions in Indonesia ranging from basic education to colleges or universities under the auspices of the Ministry of Education and Culture of the Republic of Indonesia or those under the auspices of the Indonesian Ministry of Religion must be closed and carry out learning from home with an undetermined time limit.

The change in education from face-to-face to online forces lecturers, teachers, and other educators as well as students and students to adapt quickly in utilizing technology in the learning process. The problem is, not all educators are familiar with learning technology even though theoretically, they master it. Likewise, students, not all students and students from wealthy circles who can afford to buy electronic devices are adequate for online learning needs. Such a problem by Khasanah etc. said to be the bad impact of the Covid-19 pandemic in the world of education. Not all elements of education are accustomed to fully using technology in learning (Hasanah *et al.*, 2020).

There was an interesting phenomenon during the Covid-19 pandemic. The phenomenon not only appeared with a fantastic number but also the participation rate in webinars increased drastically compared to before the pandemic. This research used a survey research method

approach with a questionnaire using Google Form. The number of respondents involved in this study was 1698 respondents. The data collection is verified, classified, and analyzed in diagrammatic form. This research reveals that many seminars are triggered by various government policies. Online seminars are the only media for learning and sharing knowledge that is conducted without having to meet. This is the positive effect.

The bad effects during the pandemic cannot be avoided, but Herliandry sees this phenomenon as a transformation of learning media during the Covid-19 pandemic (Herliandry *et al.*, 2020). This is also the same as Pujilestari's opinion, which emphasized that the Covid-19 pandemic in education is a path to e-university (Pujilestari, 2020). Garfin also stated that the emergence of Covid-19 was a factor in the flexibility of communication between humans because it could directly meet and communicate over long distances, and of course, it had to be supported by the availability of technology. Although, Garfin explained that the use of communication technology could not be separated from depression because of recommendations at home alone (Garfin, 2020).

METHOD

The purpose of this study was to determine the perceptions of education practitioners in higher education institutions involving lecturers and students in order to respond to on line learning process (Online Learning) that has been carried out for almost two semesters. Researchers used survey research methods to answer the above problem questions with a questionnaire using Google Form. The number of respondents involved in this study was 1698 respondents with a classification of 396 lecturers, 558 teachers, 711 college students, and 33 students. Researchers distributed questionnaires using the google form platform twice. The first questionnaire distributed on June 18th, 2020, at the National Webinar and Book Review held by the Arabic Language Education (PBA) study program UIN Syarif Hidayatullah Jakarta received 764 respondents with a classification of 178 lecturers, 189 teachers, 390 college students, and seven students. The second questionnaire was distributed on August 13th, 2020, at the Virtual Conference for the PBA S2 Study Program at UIN Sultan Maulana Hasanuddin Banten, which received 934 respondents, 218 lecturers, 369 teachers, 321 college students, 26 students. As supporting data, researchers also made observations on online media that publish, announce, and advertise online seminar activities.

The data collected from these respondents is verified to ensure the completeness of the respondent's answers s and the data can be used. Furthermore, the data is classified based on criteria to facilitate analysis. Furthermore, the researcher tabulated the data, calculated the percentage, and visualized it in tabular form accompanied by its interpretation.

All data obtained by the author is classified based on the correspondents, after that it is presented in the form of percentages and is equipped with data analysis, and the last, the data were compared according to the criteria for the questions and answers of the correspondents.

This research is carried out with the object of research for Arabic teachers and students in Indonesia. Webinar participants whos come from various regions in Indonesia can be used as a valid source of data. Although the author does not attach it in this article due to the limitations of the existing template.

RESULTS AND DISCUSSION

Indonesia is the fourth most populous country in the world, and this is predicted to suffer greatly and over a longer time period when compared to other less-populous countries (Djalante et al., 2020). When the novel coronavirus SARS-CoV2 hit China most severely during the months of December 2019–February 2020, Indonesia reported no case of infection at all. Only on March 2nd, 2020, President Joko Widodo report the first confirmed two cases of COVID-19 infection in Indonesia. Coronavirus transmission continues to occur in Indonesia. Based on data from the Covid-19 Task Force, Saturday (17/10/2020), there has been an increase of 4,301 cases of Covid-19 in the last 24 hours. The increase has led to a total of Covid-19 cases in Indonesia, now reaching 357,762 people, starting from the announcement of the first case on March 2nd, 2020 (Kompas.com, 2020). The implementation of several health protocols to reduce the spread of the epidemic has an impact on education throughout the world, without the exception of Education in Indonesia.

The virus appeared in Wuhan, the capital of Hubei Province, a province in China at the end of 2019. In a quick moment, the virus spread throughout the world in early January. Responding to this phenomenon, WHO declared that the world was hit by a pandemic on January 30th. A three-month pause later, on April 13th, Indonesia also declared a pandemic.

This is different from Indonesia. The wide territory of Indonesia turns out to be an obstacle in the even distribution of technology. The problem that arises is that the network does not arise even for access to learning via WhatsApp groups, which is classified as difficult, such

as the research conducted by Mansyur in Makassar, whose development was relatively fast, this is not to mention more remote areas (Mansyur, 2020).

To prevent the transmission of a virus, the Indonesian government has made several policies to suppress the spread of the outbreak, such as locking down areas that are in the red zone - areas with very high transmission rates - applying physical quarantine, maintaining social distancing, social protection, physical distancing to avoid physical contact. The Indonesian government has also published various health protocols (Tuwu, 2020).

The implementation of several health protocols to reduce the spread of the epidemic has an impact on education throughout the world, without the exception of Education in Indonesia.

To avoid physical contact, learning that was initially offline and carried out face-to-face between students and teachers, was forced to change to online learning or learning from home School from Home (SFH) following the Indonesian Minister of Education and Culture Circular number 3 of 2020 concerning Prevention Corona Virus Disease (Covid-19) in the Education unit.

In higher education, not only learning is carried out online, the practice of the *tri dharma* of higher education, namely teaching, research, and community service is also carried out online (Wijayanti, Yunita & Dharmanto, 2020). For students, for example, they do service by holding webinars with themes according to their fields and expertise. For research, students and lecturers also conduct a lot of survey research using application platforms such as Google Forms. This does not organizer smoothly, because not all students and lecturers have good digital literacy, especially since the application of online learning is not designed but a coincidence of a pandemic.

For developed countries that are supported by various modern technological facilities and infrastructure, online education is certainly not an obstacle. In previous research conducted by Tartavulea, this pandemic did not completely harm education. In a study conducted in Europe involving 362 professors and students from 13 European countries, this pandemic has triggered a new culture of the use of educational technology. This is marked by the very fast adaptation process of the academic community in utilizing technology in the educational process (Tartavulea et al., 2020).

The reform of school-to-house learning patterns forces all parties to take advantage of information technology. This phenomenon is proven to make the education community shocked because they are not ready. After all, it is not like in general. As a result, the dynamics

of education in Indonesia are disrupted. The factors are, of course, homeschooling and Online learning processes; transformation of technology-based learning media through WhatsApp group, zoom, google classroom, Webex, YouTube, and television channels (TVRI); new learning evaluation patterns; as well as the assistance of parents of students at home as a substitute for teachers to control children's learning.

Based on the observation of KPAI (Commissioner of the Indonesian Child Protection Commission), the field of education, Retno Listyarti, said as many as 79.9% of students expressed disconscion from home, because teachers do not interact during Online Learning and only give assignments. "KPAI concluded that Online Learning in the first phase of running is ineffective and efficient. During the two weeks of Online Learning implementation, it turned out to be loaded with technical problems, networking, and the inability of students' families to buy internet quotas. Therefore, KPAI encourages the government to improve the current implementation of Online Learning.

Based on KPAI's survey, the most dominant obstacle is the internet quota. Therefore, KPAI requested that the government, namely the Ministry of Education and Culture (Kemdikbud), waive the internet fee for Online Learning (mnctrijaya.com, 2020). Colleges are also talking. The Chairman of the Association of Private Universities of Indonesia (Aptisi), Budi Djatmiko, said the most difficult to run Online Learning or online lectures is private universities (PTS) (Maria Fatima Bona, 2020). Because during the pandemic, many students were not able to pay tuition. Aptisi has also urged PTS to continue to give students the right to stay in college.

This article aims to express the perception of lecturers and students towards the implementation of Online Learning among universities in Indonesia. The research data comes from the answers of correspondents, and authors distributed many questionnaires that were shared to them directly at a WEBINAR event conducted by the Arabic Education Program. A total of 1.401 participants signed up, 764 who attended via zoom meeting and youtube. The participants came from various universities in Indonesia. There are 390 students (51,05%), 178 lecturers (23,30%), 189 teachers (24,74%), and 7 students (0,92%).

In the following, the points of the questions and answers from the correspondents will be presented according to their categories. These answers will be presented in percentage form to make it easier for readers to understand them. The presentation of correspondent response about Online Learning during covid 19:
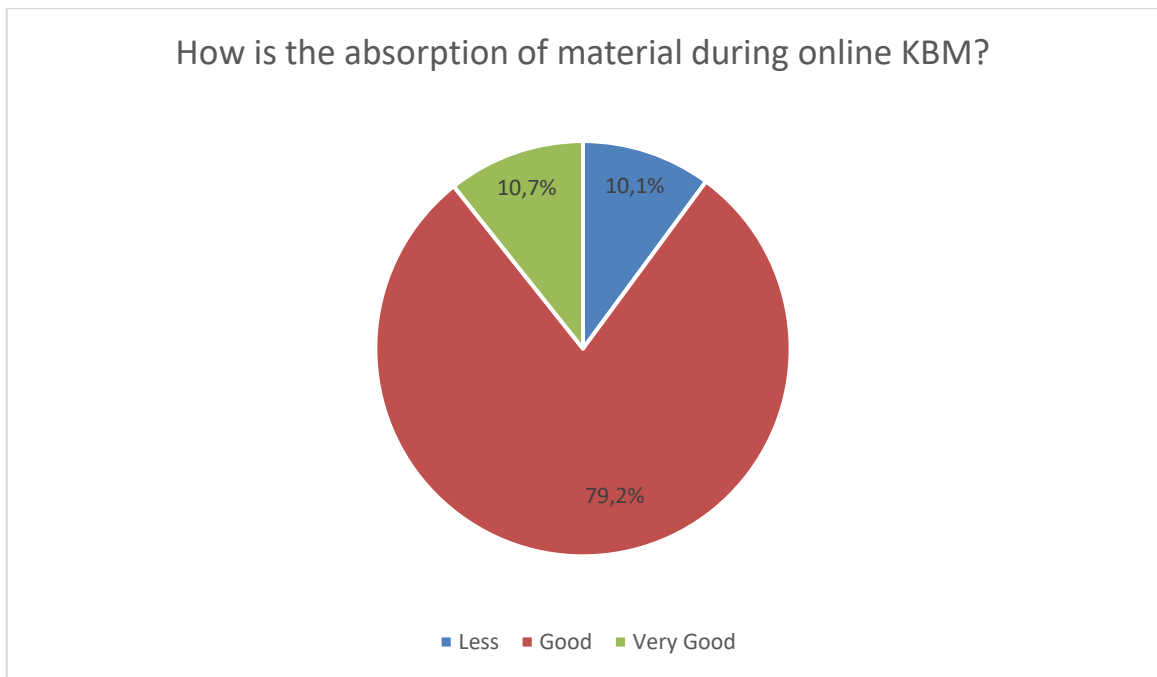
The Answer From Lecturers (23,30%):
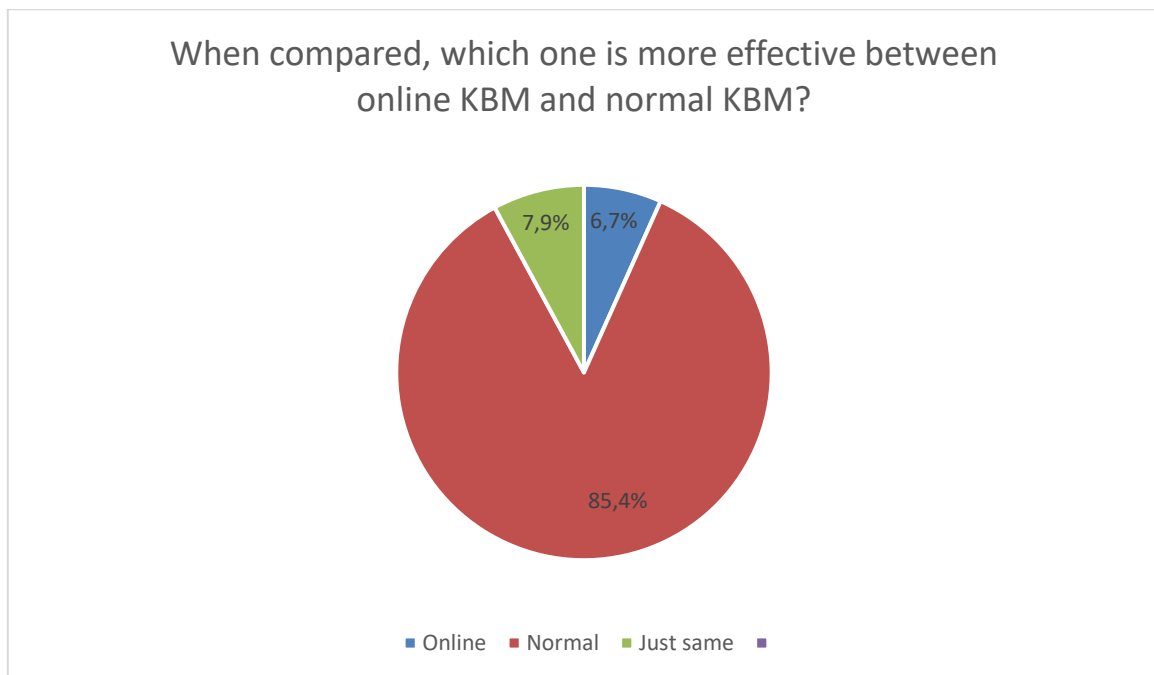
1. Applications used during Online Learning
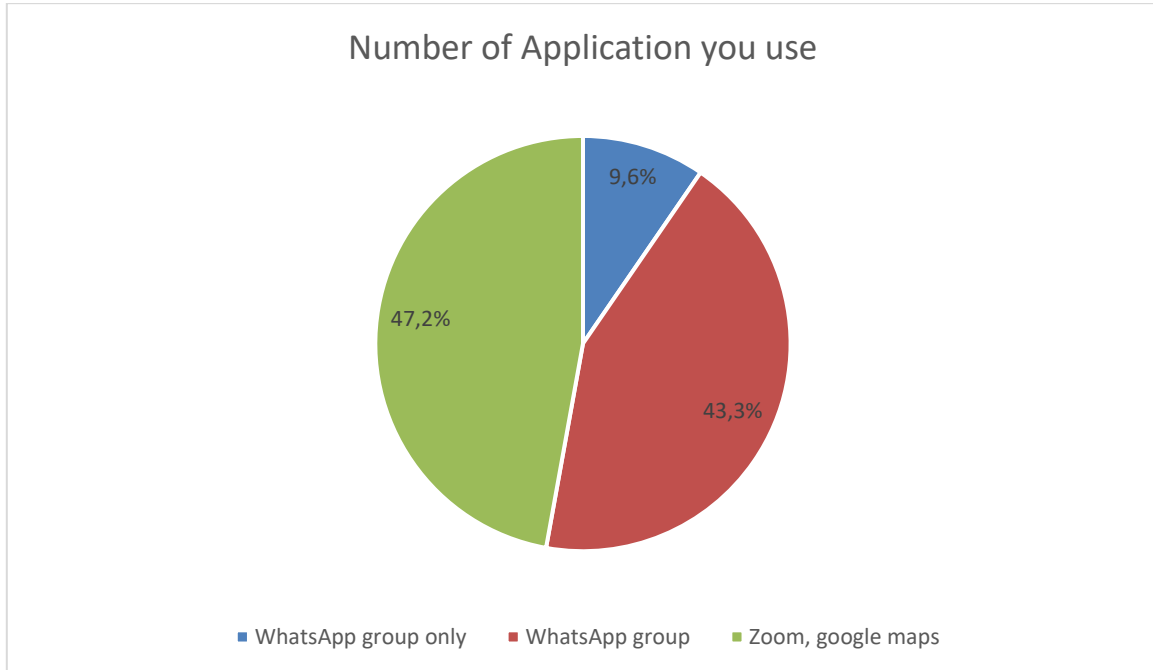
2. Online learning intensity during the pandemic
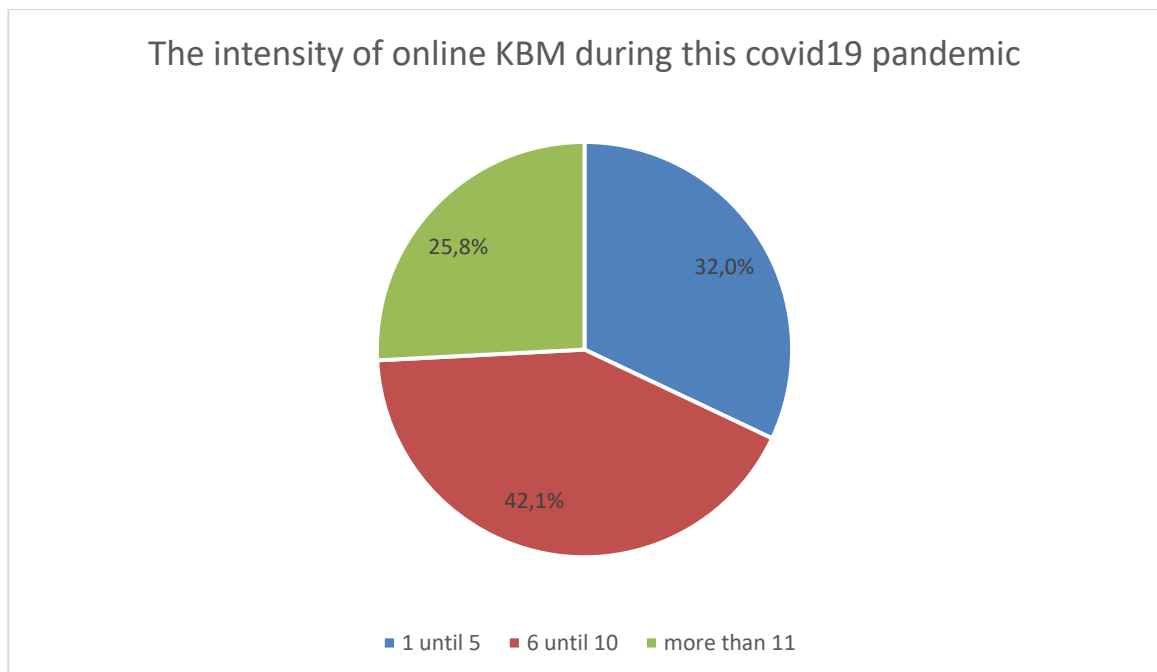
3. Absorption of material during Online learning

How is the absorption of material during online KBM?

10,7% 10,1%

79,2%

■ Less   ■ Good   ■ Very Good

4. More effective, online or offline?

When compared, which one is more effective between online KBM and normal KBM?

7,9% 6,7%

85,4%

■ Online   ■ Normal   ■ Just same   ■

From the data above, it can be concluded that the majority of lecturers use zoom meetings with a weight of 11 meetings. That is, there is not much difference between online and offline learning meetings with face-to-face medians even though they are virtual.
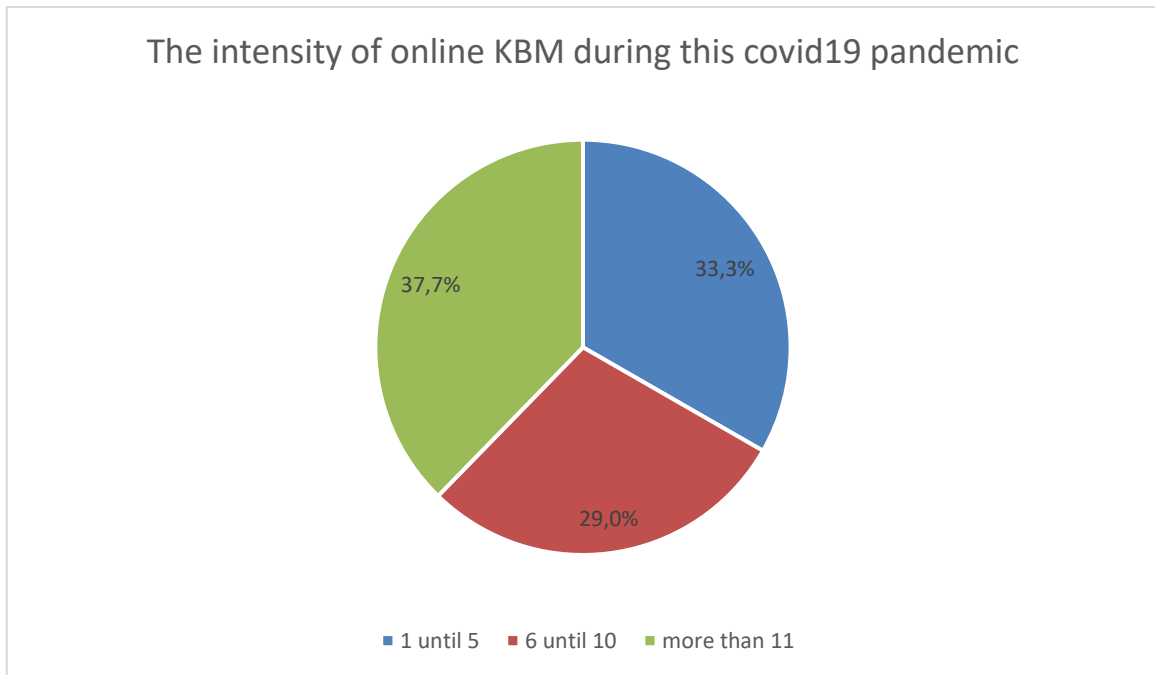
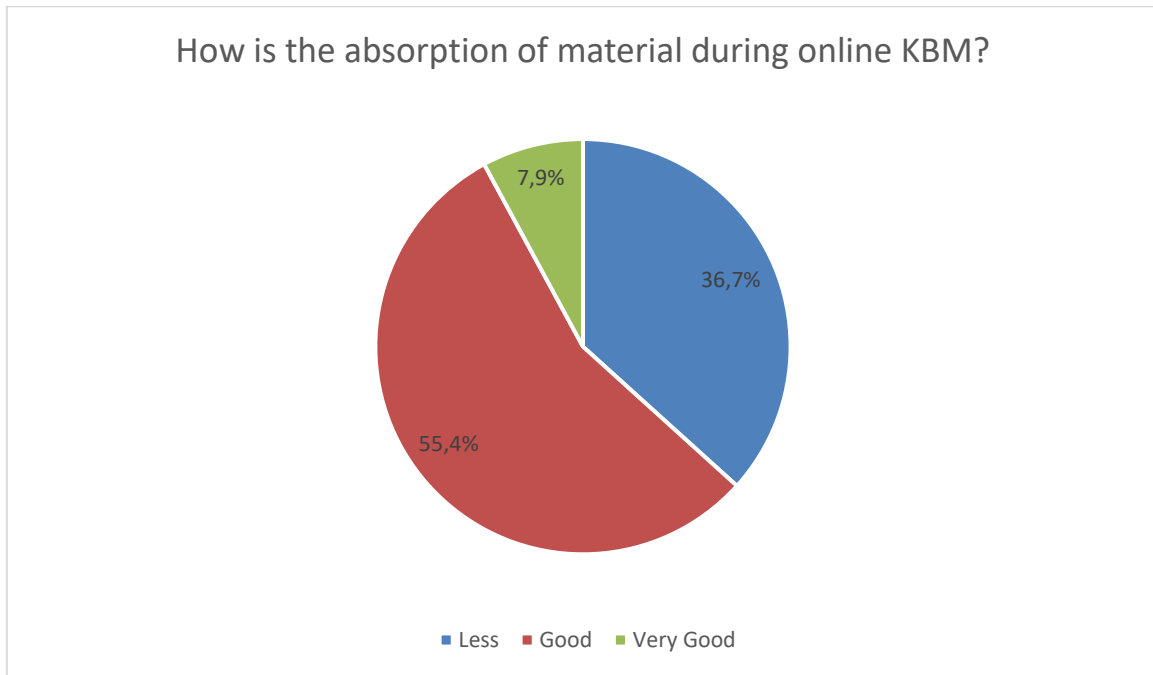**The Answer From Students of University (51,05%):**
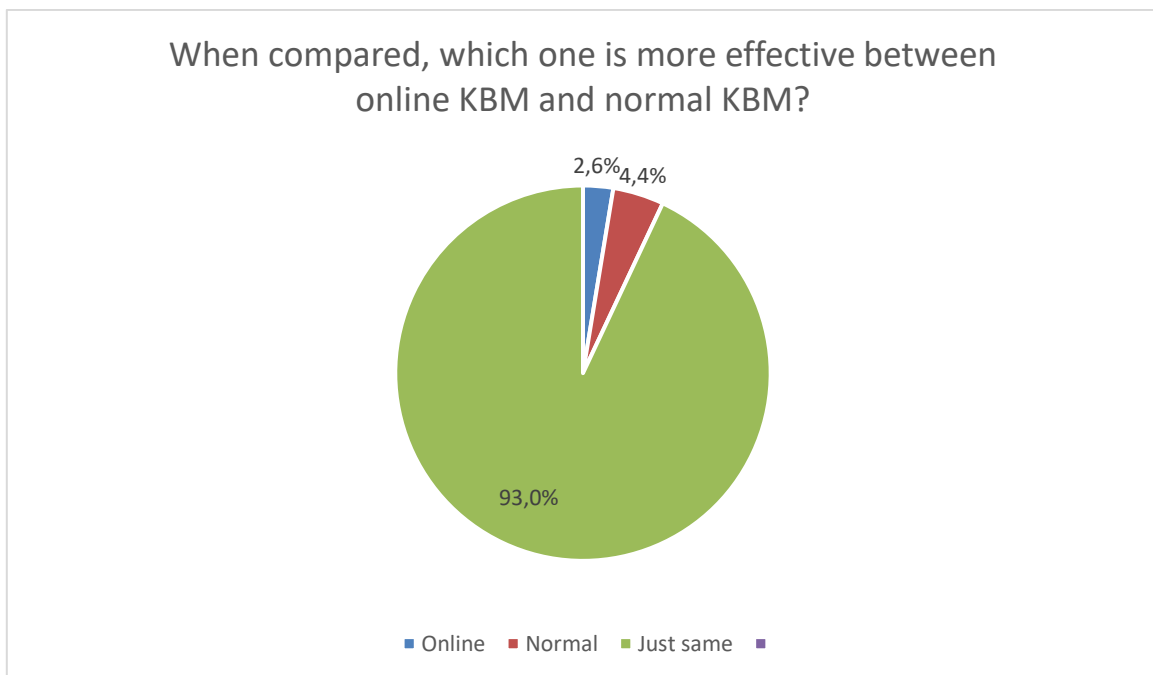
1. Applications used during Online Learning
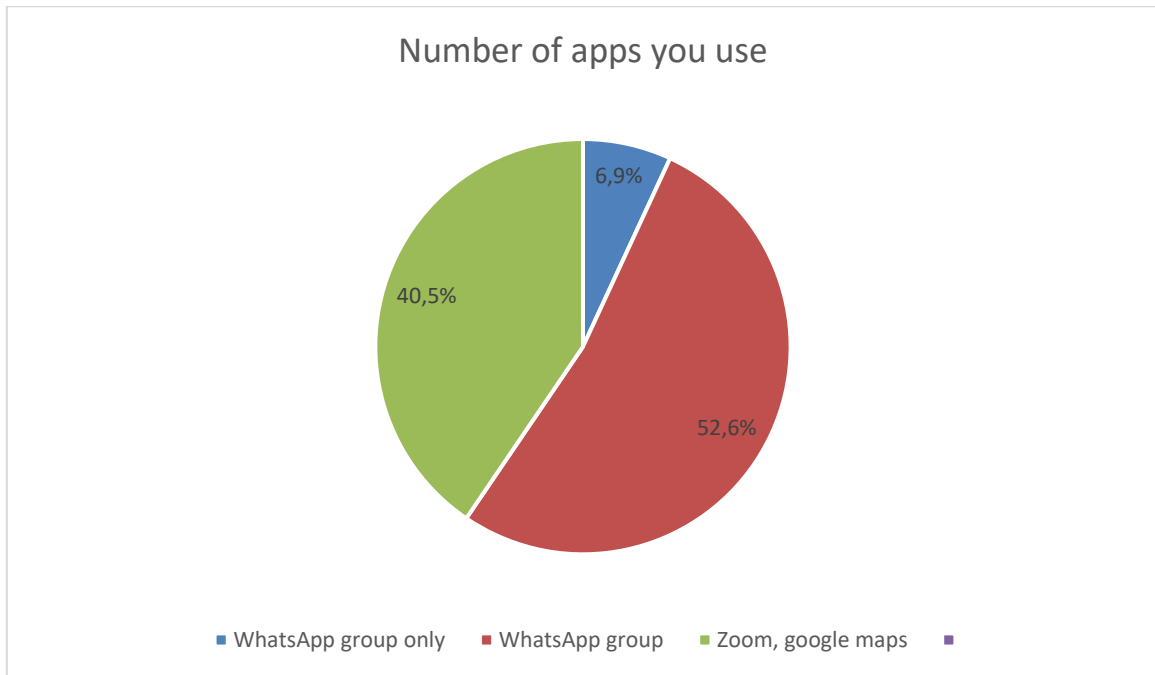
Number of apps you use

6,9%

40,5%

52,6%

■ WhatsApp group only   ■ WhatsApp group   ■ Zoom, google maps   ■

2. Online Learning's intensity during the pandemic

The intensity of online KBM during this covid19 pandemic

33,3%

37,7%

29,0%

■ 1 until 5   ■ 6 until 10   ■ more than 11

3. Absorption of material during Online Learning

How is the absorption of material during online KBM?

7,9%

36,7%

55,4%

■ Less ■ Good ■ Very Good

4. More effective, online or offline?

**When compared, which one is more effective between online KBM and normal KBM?**

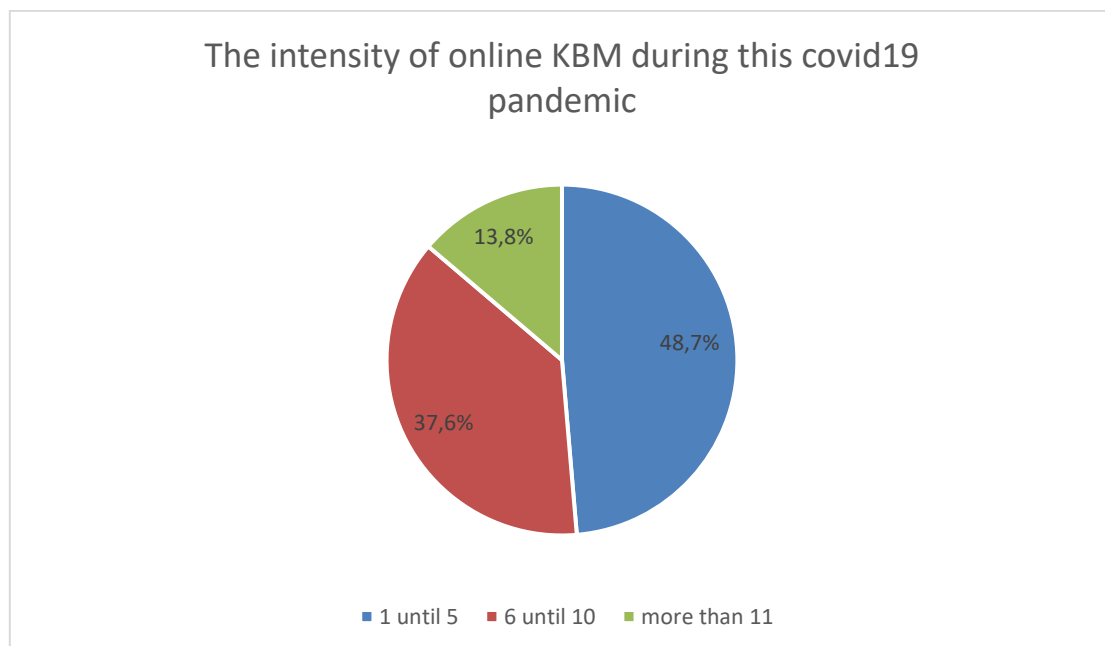2,6% 4,4%

93,0%

■ Online ■ Normal ■ Just same ■

From the data above, it can be concluded that the majority of students use zoom meetings with a weight of 8-11 meetings. There is not much difference between online and offline learning meetings with face-to-face medians even though they are virtual. In terms of material absorption, the students stated that there was no significant difference between online and offline learning as long as they used zoom meetings.
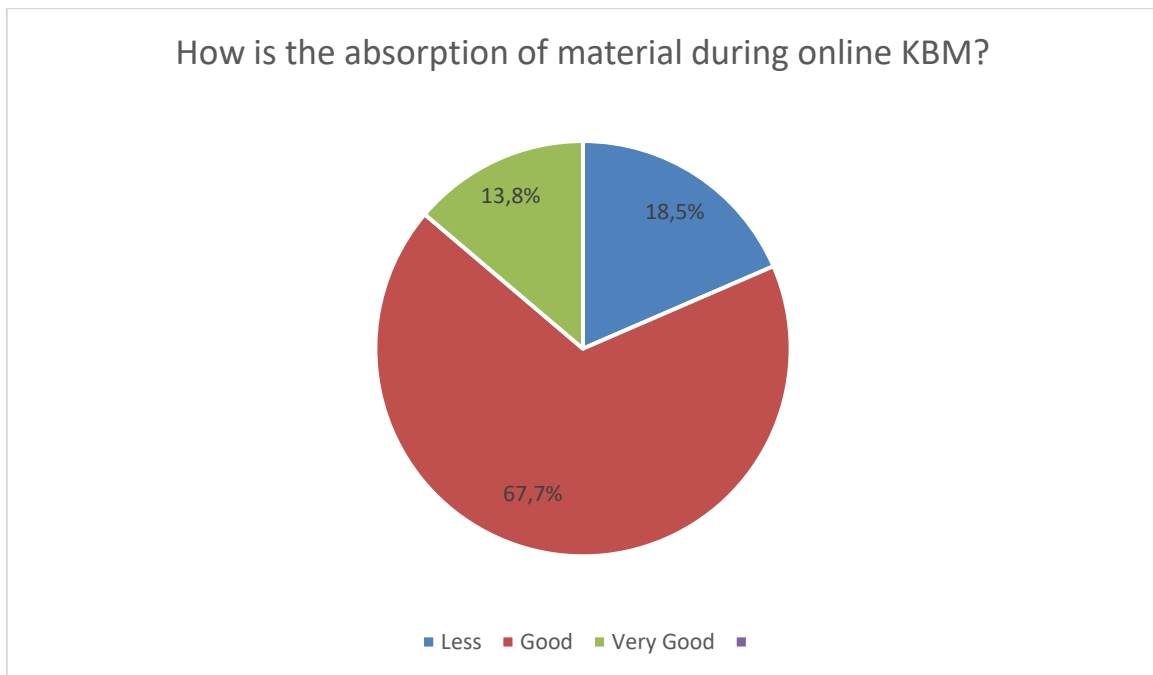
The Answer From Teachers (24,74%):

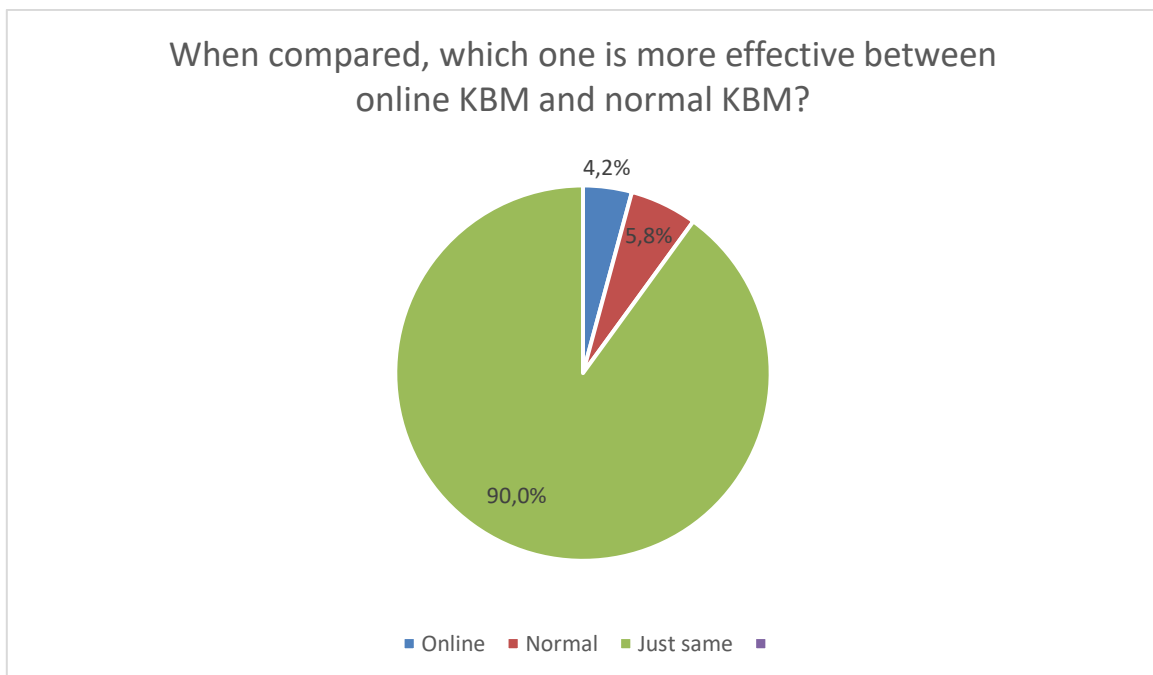**1.** Applications used during Online Learning
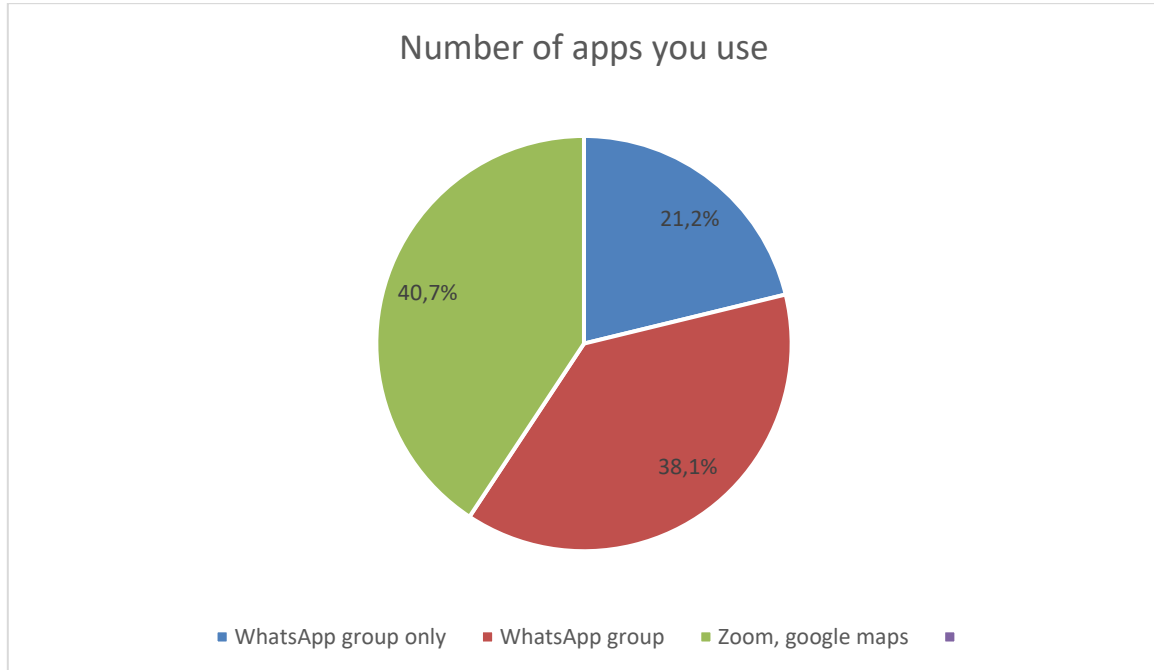
2. Online Learning's intensity during the pandemic

3. Absorption of material during Online Learning

How is the absorption of material during online KBM?

13,8%   18,5%

67,7%

■ Less ■ Good ■ Very Good ■

4. More effective, online or offline?

When compared, which one is more effective between online KBM and normal KBM?

4,2%

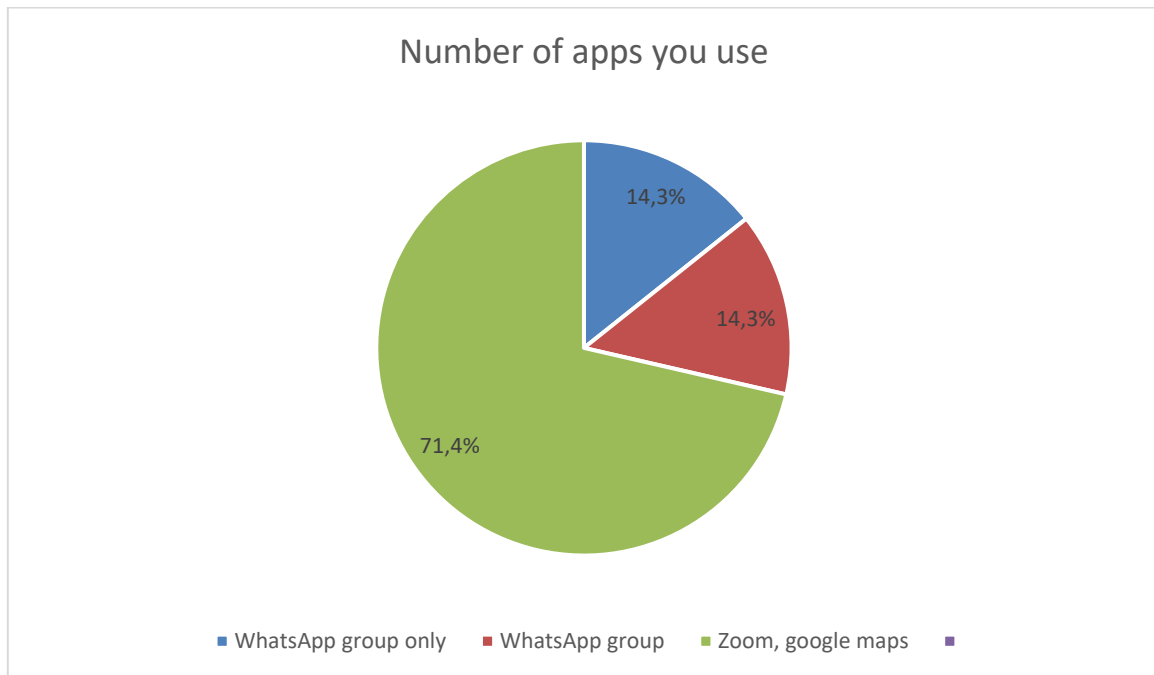5,8%

90,0%

■ Online ■ Normal ■ Just same ■

It's different in online learning according to the perspectives of teachers and students in schools. Based on the data obtained from the answers of the teachers, they only held 6-10
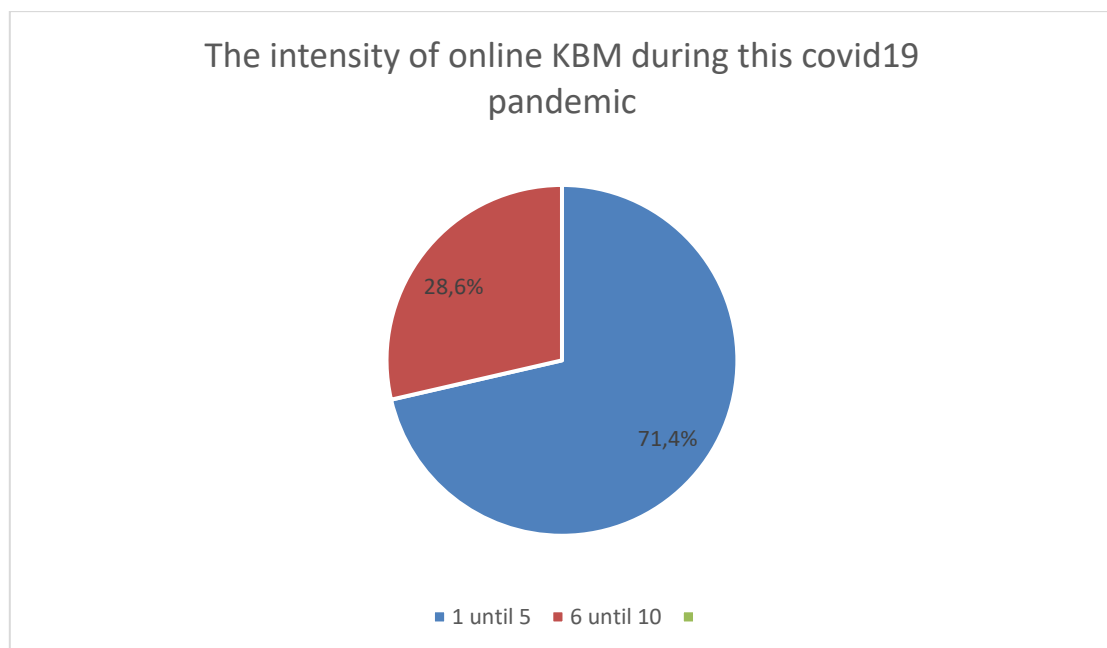
meetings using zoom meetings and what up groups so that this could lead to less than optimal absorption of the material.

The answer From Students (0,92%):

1. Applications used during Online Learning
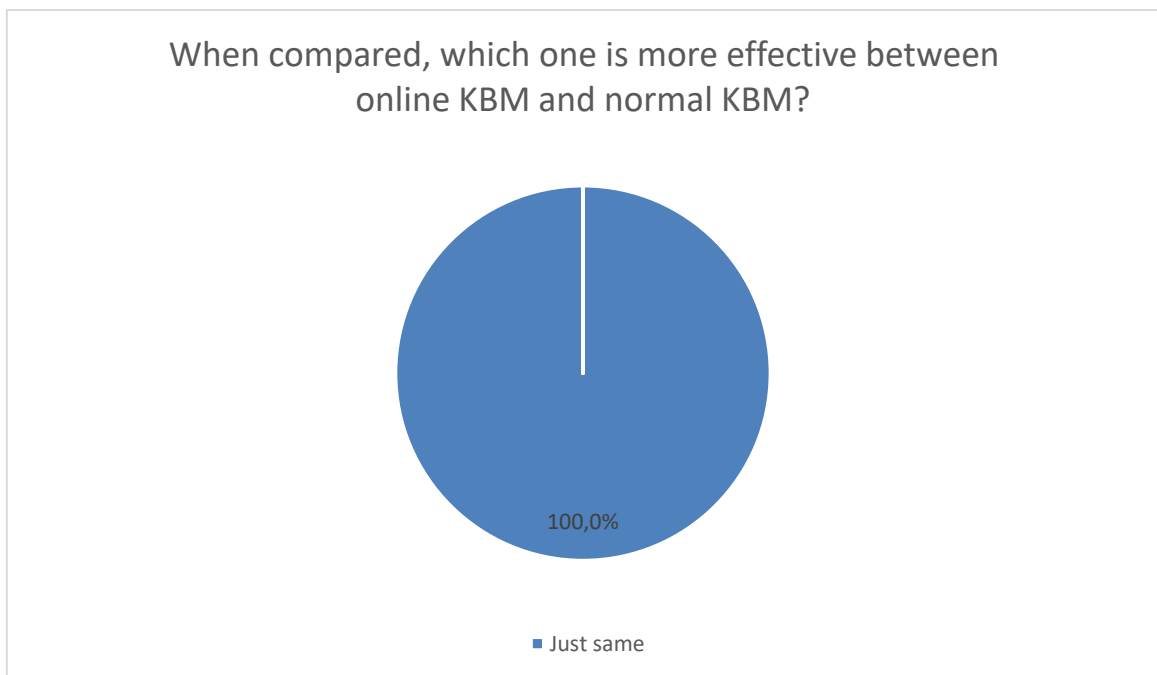
Number of apps you use

- WhatsApp group only ■ WhatsApp group ■ Zoom, google maps ■

2. Online Learning's intensity during the pandemic

The intensity of online KBM during this covid19 pandemic

- 1 until 5 ■ 6 until 10 ■

3. Absorption of material during Online Learning

How is the absorption of material during online KBM?

14,3%

85,7%

■ Less ■ Good

4. More effective, online or offline?

When compared, which one is more effective between online KBM and normal KBM?

100,0%
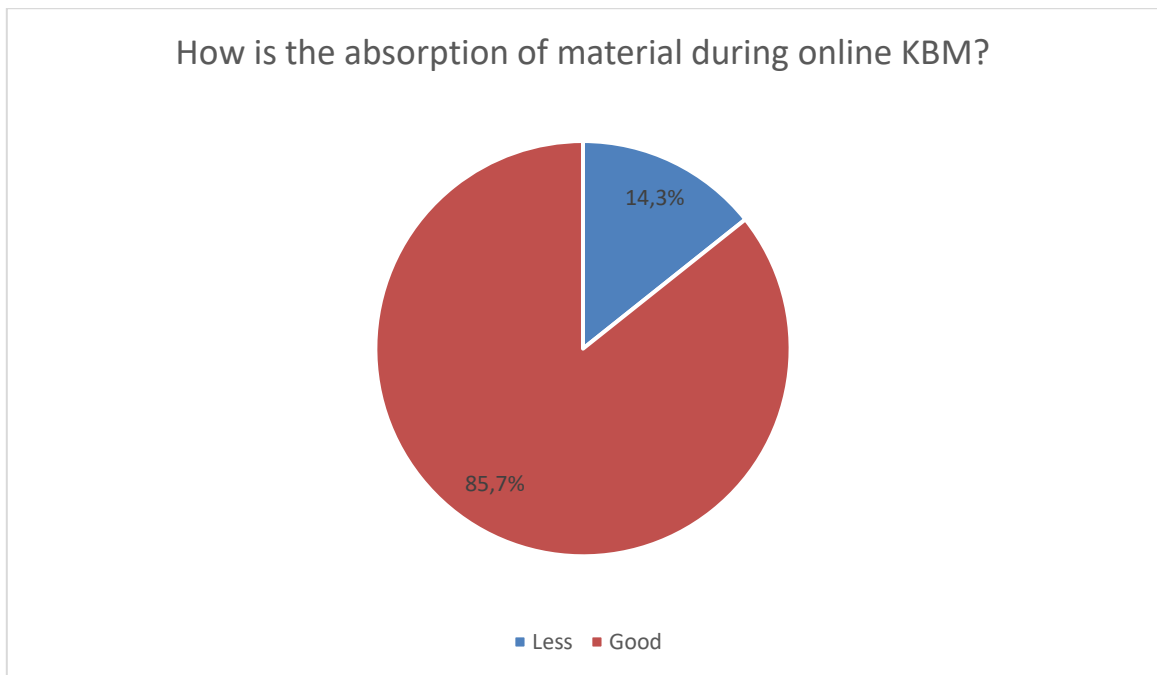
■ Just same

Here's a comparison of the answers between those all correspondents:

Question 1

Question 2
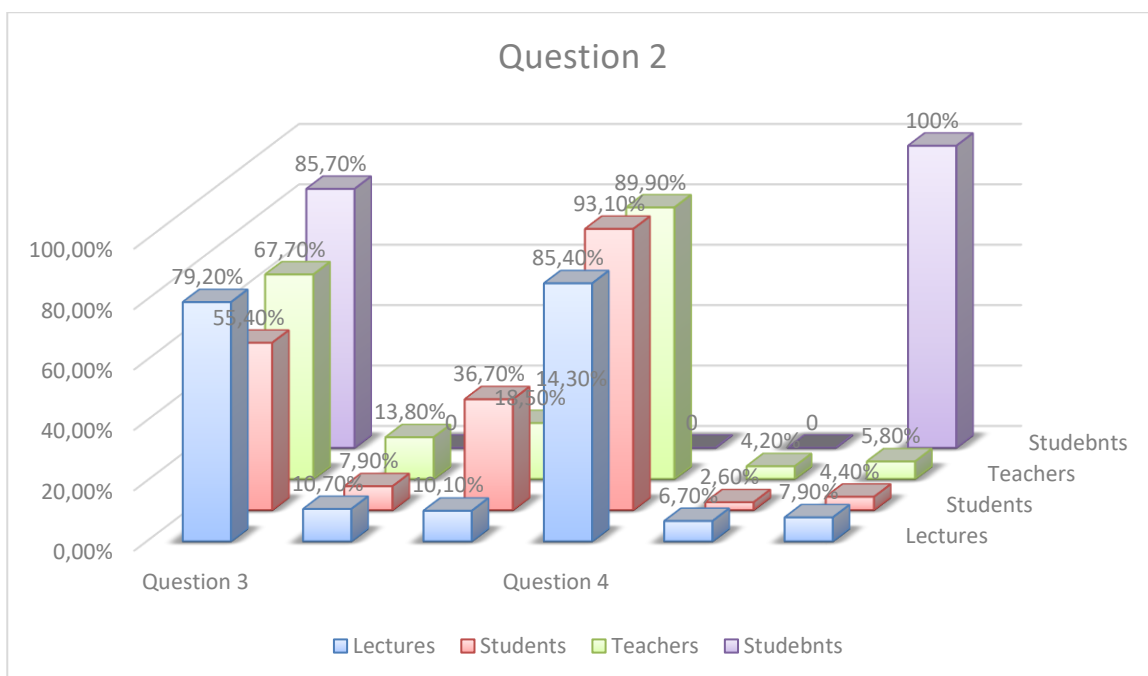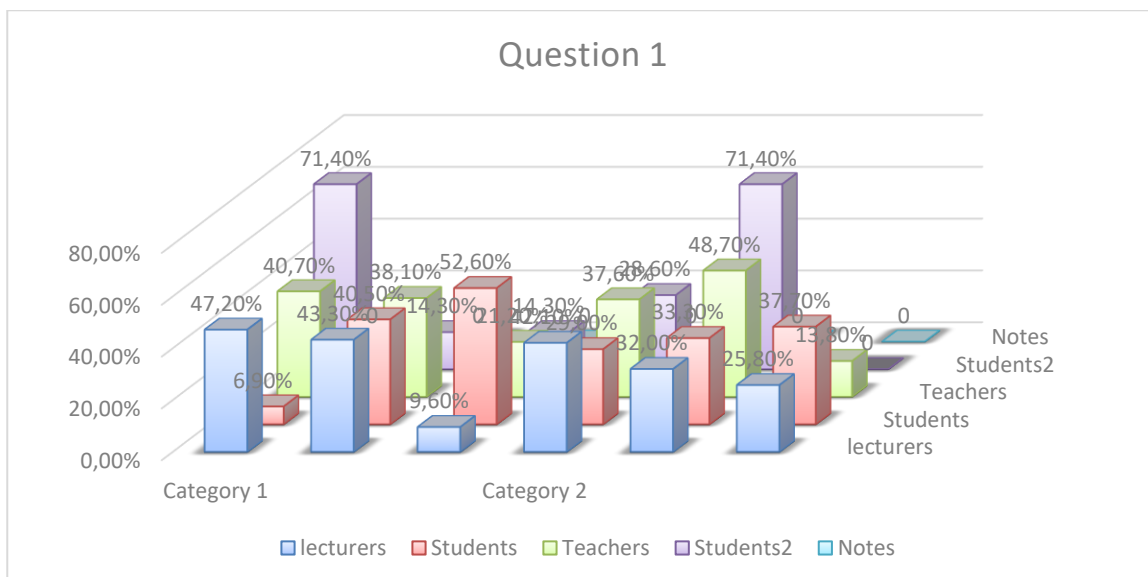
Based on the data above, the authors are more interested in focusing their research on the process of implementing Online Learning among universities and schools and then comparing the two. As a result, it was noted that 42.1% of the lecturers conducted Online Learning between 6-10 meetings, and 37.7% of students attended Online Learning for more than 11 meetings. While the teachers 48.7% did Online Learning 1-5 meetings, and also students who answered 71.4% for 1-5 meetings and 28.6% answered 6-10 meetings, and no one answered more than 11 meetings.

There is something wrong with this situation. Where teachers don't do their duties and obligations, even though they should be doing much more Online Learning than the lecturers

themselves. While from the students' answers, that 37.7% answered that they had conducted more than 11 meetings. While the students did not even answer that.

Of course, it is easier to direct students to do structured assignments even without being accompanied by their lecturers. However, it is very difficult for students to do so without guidance and assistance from their teachers by any method and application that they can do for their students. This is very concerning.

In terms of implementing Online Learning, the majority of them answered that they preferred normal learning than Online Learning as evidenced by the results of their answers, namely lecturers 85.4%, students 93.1%, teachers 89.9%, while students 100% answered the same.

There is something very interesting about the results of the students' answers in the fourth point, they answered 100% of them answered that online learning is the same as offline learning. whereas in reality, there are many problems and obstacles faced by all parties, especially students, teachers and parents. in contrast to students and lecturers who are much more accustomed to structured assignments during learning.

Even though there are many services provided by the Ministry of Education for the implementation of distance learning (Online Learning) during the Covid-19 pandemic: 1. Relaxation of BOS and BOP. 2. Guru Berbagi This is a collaborative movement of government, teachers, communities, and educational drivers. 3. Provision of Internet Quota stipulated to students and teachers to carry out Online Learning which will be distributed soon. 4. Emergency Curriculum Is expected with. This emergency curriculum can reduce the obstacles faced by teachers, parents, children. 5. Assessment of Assessment Students is performed in all classes periodically to diagnose students' cognitive and non-cognitive conditions as a result of distance learning. 6. Kemendikbud Learning Facility provides "Learning from Home" through TVRI, Learning through Radio RRI, and Online learning services through Rumah Belajar. 7. Assistance of PHBS and School Sanitation in the form of sanitation assistance, masks, procurement of hand sanitizer, disinfectant. 8. The addition of ICT Assistance ICT Goals consists of 15 laptops, one projector, and one access point. Read also: Here's the Stage of Language Development of Children 0-6 Years from The Ministry of Education 9. Delivery of Learning Module Includes a learning plan that is easy to do independently by the companion (parent/guardian). 10. Online Bimtek Series and Webinars (Albertus Adit, 2020).

CONCLUSION

Education is the most important component in efforts to educate the nation's children. Therefore, the learning and teaching process must remain the top priority of a nation in any position and whatever. That true, this pandemic has destroyed many aspects of life, but not the world of education. This is where the concept of independent learning is actually applied. Here is an opportunity as well as a challenge for all of us as implementers of education. Of course, with the full support of policymakers in the world of education. Without them, it is impossible to realize as expected.

The reform of school-to-house learning patterns forces all parties to take advantage of information technology. This phenomenon is proven to make the education community shocked because they are not ready. After all, it is not like in general. As a result, the dynamics of education in Indonesia are disrupted. The factors are, of course, homeschooling and online learning processes; transformation of technology-based learning media through WhatsApp group, zoom, google classroom, WeBex, YouTube, and television channels (TVRI); new learning evaluation patterns; as well as the assistance of parents of students at home as a substitute for teachers to control children's learning.

Therefore, it takes skills and innovation in the world of education so that distance learning can run optimally without any obstacles. IT is something that must be mastered by students, especially teachers because the use of various features and applications greatly influences students' understanding during distance learning. The findings of this article are only tentative.

The data presented by the author is data obtained based on the google form which was distributed directly during the event, therefore this data is valid. As for the results of the percentage gain, the authors have described the results of the study with a fairly significant comparison.

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