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Conference Paper

Evaluation of Online Learning During COVID-19

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Abstract.

This study aims to evaluate the effects of online learning during the pandemic on economics students at two different institutions, Diponegoro University and Tadulako University. Diponegoro University (UNDIP) represents universities in the West region, and Tadulako University (UNTAD) represents universities in the Eastern region of Indonesia. This study used descriptive qualitative analysis to describe the implementation of online learning during the COVID-19 pandemic at the two different institutions. Based on the results of the analysis, students on both campuses use learning applications to carry out distance lectures. The obstacle that is often faced by students is that it is difficult to signal to be able to attend online lectures. Students also remain active in class, even though the learning is online.

Keywords: Online learning; covid pandemic 19; UNDIP; UNTAD

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1. Introduction

Changes in the structure of life, including the structure of education, have been brought about by the rapid spread of the Covid-19 virus throughout the world and its declaration by WHO as a pandemic since March 2020 (1).

Based on Figure 1, the number of people exposed to Covid has increased (since the announcement of the population with confirmed Covid-19 until September 6, 2022). One of the efforts to prevent the spread of the Covid virus is to maintain a distance (3,4). Virus characteristics infectious from man to man via droplet (5) as reason maintenance learning distance away in college. Distance learning is an effort to avoid close contact between humans or physical distancing (6).

Enforcement keep distance in college with system online lectures as choice. This has changed the implementation of traditional (face-to-face learning) to be online (7–10).
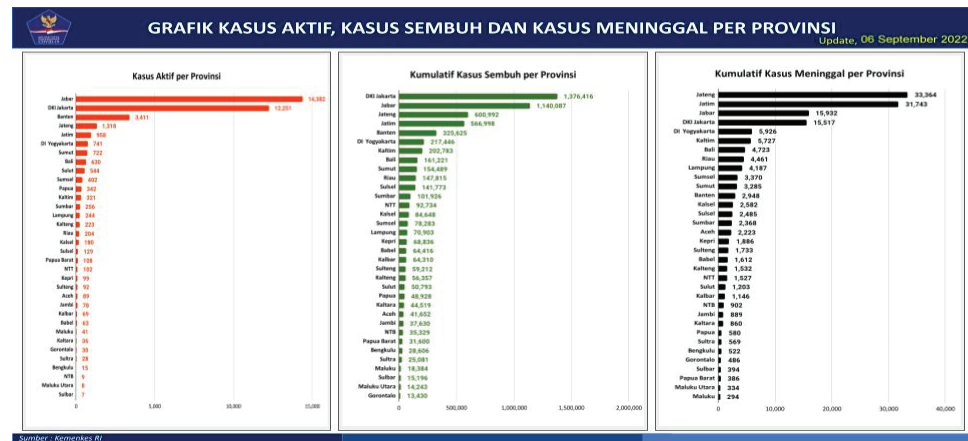
Figure 1: Progress Covid 19 in Indonesia (Update 6 September 2022) (2).

Indonesia's implementation of education during the Covid-19 pandemic is ruled by (11) concerning Learning Online and Work from Home in frame Prevention Spread of Corona Virus Disease (COVID-19). The health and safety of all residents of the educational unit emphasize in the letter, which was released by the Minister of Education and Culture on March 17, 2020, as a high priority that must be considered. Online learning is used to implement learning throughout the pandemic.

The process of teaching and learning must continue despite the pandemic. Diponegoro University and Tadulako University are two Indonesian institutes of higher learning that have been offering online classes during the pandemic.

Based on (11), online learning at Diponegoro University is regulated in (12) and at the University of Tadulako based on (13). Online instruction is provided in accordance with the law as written to prevent the spread of Covid-19. Both lecturers and students must adjust to the evolving nature of online learning (14).

Online learning considers accessibility, affordability, flexibility and is relatively cheaper (15). Online learning methods require the support of mobile devices such as smartphones or Android phones, laptops, computers, tablets, and iPhones that can be used to access information anytime and anywhere with the support of accessibility, connectivity and flexibility of the internet network (16,17). Internet access is a requirement for implementing distance learning (18). The internet network is the biggest barrier to shifting the paradigm of face-to-face learning to online learning.

1.1. Literature Study

According to (19) as regard Higher Education, *Pasal* 31 states that distance education is a teaching and learning process that is carried out remotely through the use of communication media. Distance education in Indonesia aims to increase the expansion and equity of access to education, as well as improve the quality and relevance of education. This is stated in (20) concerning Management and Implementation of Education, Pasal 118 ayat 1.

The principles of distance learning are:

1. There is a separation between educators and students across space and time so that more emphasis is placed on independent learning.

2. Interaction of ICT-based learning using various ICT learning resources and other media.

3. Organized systematically in one organization according to the applicable rules.

4. Limited face-to-face meetings are possible.

The practical implications of distance learning are:

1. Has a wide range across space and time.

2. Provide flexibility of learning for students across space and time.

3. Massive and organized.

4. Utilizing information and communication technology (21).

The implementation of education during the Covid-19 pandemic is carried out online. This is done because Covid-19 is easily transmitted through droplets carried by air transmission (22). This condition is regulated in a joint decision of the four Ministers, namely the Minister of Education and Culture, the Minister of Religion, the Minister of Health and the Minister of Home Affairs as stated in the (23) on Guidelines for the Implementation of Learning in the Academic Year 2020/2021 during the Pandemic Covid-19. According to (23), face-to-face learning activities in educational units as well as home study are not permitted in educational units located in the yellow, orange, or red zones.

This article's primary goal is to evaluate how two institutions, UNDIP and UNTAD, used distant learning during the pandemic.

2. Method

370 students from the Faculty of Economics and Business at UNDIP and UNTAD participated in this study. Considering that the Covid-19 pandemic was still going on, the sampling technique included online and purposive random sampling. Primary data gathering via surveys displayed as Google Forms. The research was carried out in April 2020. A qualitative descriptive analysis was then performed on the data that had been gathered.

3. Result and Discussion

To assess how well students learned during the Covid-19 epidemic, two colleges distributed an online questionnaire via a google form. These are the outcomes of the descriptive statistics:

TABLE 1: Descriptive Statistics.

Characteristics	Category	Total
Institution	UNDIP FEB FEB UNTAD	108 262
Semester	II IV VI VIII >VIII	113 75 157 9 16
Gender	Woman Man	252 118

Evaluation of the Covid-19 pandemic's educational impact includes:

1. The location of the online classrooms.

2. Applications used in the online lectures.

3. Obstacles faced during online classes.

4. The action of the student when learning online.

Figure 2 shows that most students taking online classes reside in the same city as the university where they are enrolled. This is due to the fact that many students live in the same city as their academic institution. (24–26) found that students often chose to attend study in the same city as their home in order to save money on expenses like boarding and meals.
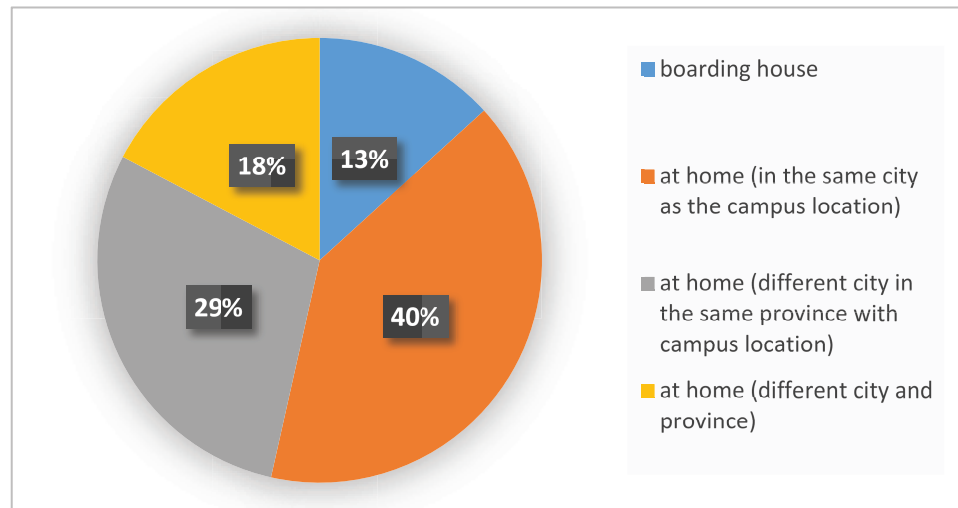
Figure 2: Place online lecture.

Lecturers are expected to effectively communicate topics during online lectures. According to the type of lecture material being given, the teaching methodology is changed. For students who must study online, lecturers are required to be creative in how they provide the content (27).

During online lectures, a variety of learning tools are used, including Microsoft Teams, Zoom, Google Meet, WhatsApp Group Media, and others (28,29). The existence of an internet network to support diverse learning platforms is the primary prerequisite for online learning (30,31).
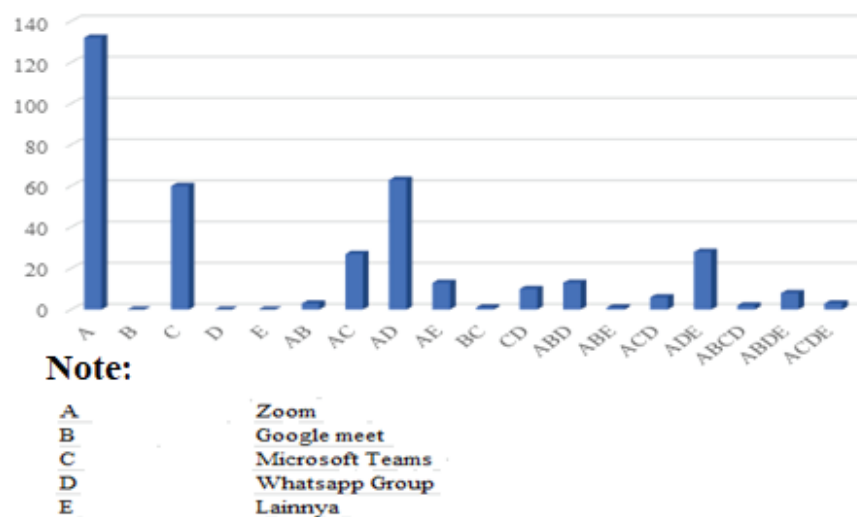

Figure 3: Applications Tools.

Several applications that are used in learning during the Covid-19 pandemic are presented according on Figure 3. Although Zoom is a popular program, lecturers have the choice of using several applications to present their course materials. The Covid-19 outbreak caused a shift in the learning paradigm toward online media. This makes it such that lecturers and students may both understand the use of learning technology (32).
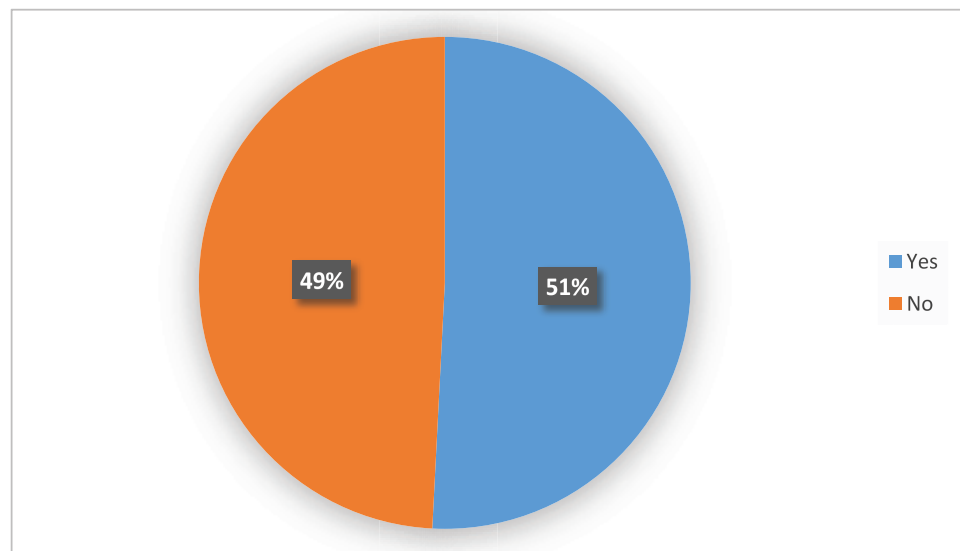

Figure 4: Simplicity of Material Delivery.

Students will evaluate the lecturers' content delivery skills while taking online classes during the Covid-19 pandemic. Although more students said that the lecturer's delivery of the content being taught was understandable, Figure 4 shows that students' evaluations of their lecturers' material provision are not dissimilar. To make the content easier to understand, lecturers create instructional materials in advance for students. This is in line with the assertion made by (27) and (33), who claim that if instructors are creative with their learning models, online lectures will be engaging and simple to grasp.

Despite the fact that learning takes place online, lectures can be interactive. Students get the chance to ask questions and discuss the material being covered during lectures. This is seen in Figure 5 below.

For both students and lectures, online learning during a pandemic presents challenges. How dynamic and enjoyable the teaching and learning process can be. Figure 5 shows that two university lecturers provide their students the chance to ask questions regarding the subjects they are studying. This serves as feedback on whether or not the student can understand the subject being presented. (34) claims that successful education will be based on interactive learning in the classroom and online learning, especially during the Covid-19 pandemic.
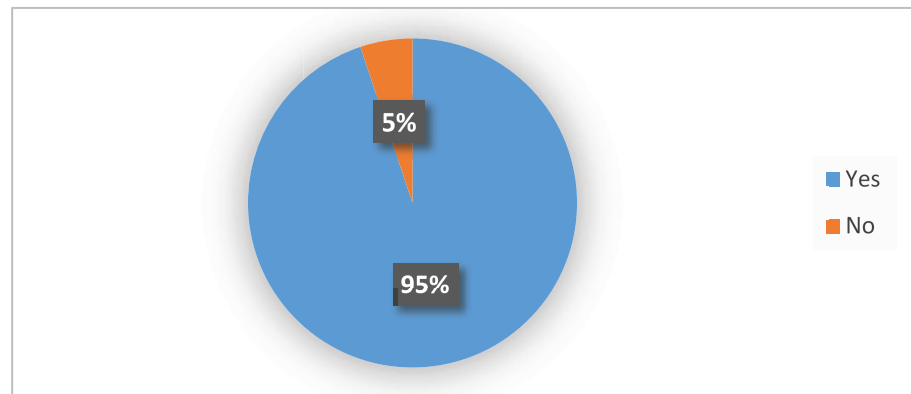
**Figure** 5: Lecturers Provide Opportunities for Questions and Discussions.

Students that have strong values are produced as a result of the success of online teaching and learning. As a result of their increased participation in class, students develop the soft skills necessary to be active participants in society at large. Figure 6 illustrates how students participate actively in class.
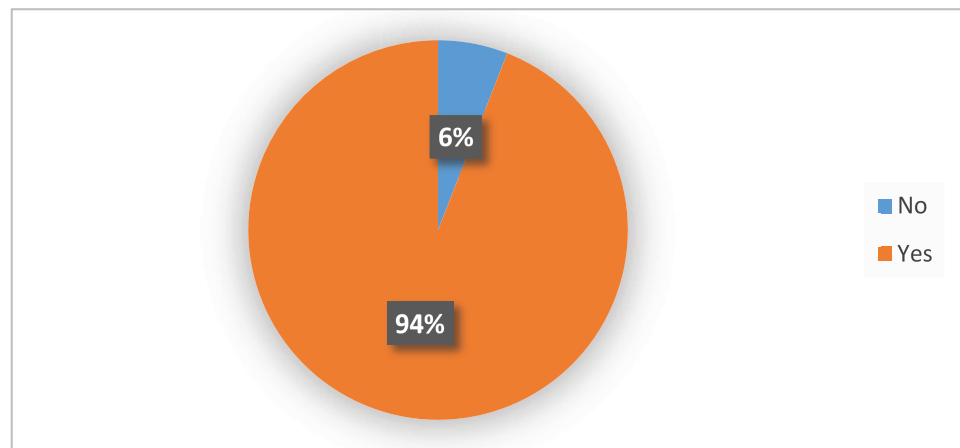
Figure 6: The participation of students.

Students serve as subjects as well as being learning objects. The formerly Teacher Centered Learning process has transformed into Student Centered Learning (SCL). SCL prepares students to be more independent and engaged. Students develop their critical thinking skills and have strong problem-solving skills (35). Figure 6 shows that despite the fact that two institution classes were conducted online, their students actively participated. Students interact with one another and pose queries about the content being taught. Additionally, students are self-assured when conversing and asking questions (36). This is done so that students, particularly those learning during the Covid-19 epidemic, can comprehend the lecture material being delivered.

There were issues with online learning during the Covid-19 pandemic (37,38). The material may occasionally not be delivered correctly due to a poor signal. So that the learning information is questioned by the students. Figure 7 below lists the various things that, in addition to signal restrictions, become impediments during pandemic learning.
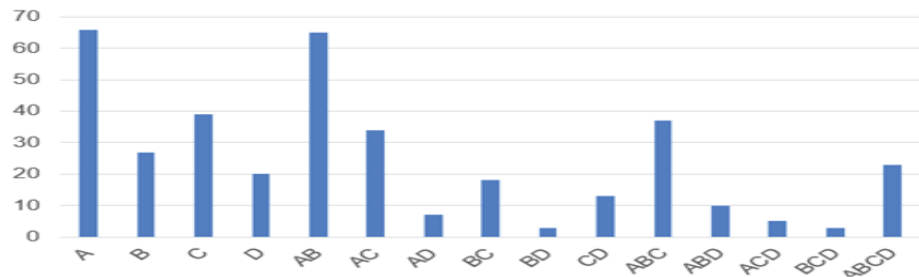
Note:
A: Poor signaling
B: Limited quota
C: Focus is impaired, because of other family members who engage in WFH or other activities
**D: Others**

Figure 7: Obstacles students encounter when learning online.

There are many challenges with online lectures. Internet use is required for online education (30,39). The internet presents a barrier for underdeveloped nations. Not all areas of the nation have reliable internet access (40,41). The uneven distribution of internet services in Indonesia also presents significant challenges for teaching and learning. It is challenging to identify the primary reason why students attend lectures given that student residences are dispersed across Indonesia and some students live in places with inadequate internet connectivity (42).

There are a number of quota requirements for the online lecture procedure. This entails paying a price to buy quotas. Not all students have the funds to acquire the quota. Both colleges assisted students with meeting their quotas during the Covid-19 pandemic. This is very helpful for students in the online learning process.

Figure 8 shows the facilities the college offers in the form of student quotas. About 27% of students lack access to facilities. These students are typically in their final year and are awaiting the thesis trial because they did not register in order to obtain quota support. Even in the midst of the Covid-19 pandemic, the government is in charge of carrying out the teaching and learning process (43). To stop the spread of the Covid virus during the Covid-19 pandemic, schooling practices were changed from offline to online (44). Internet as a requirement for implementing online courses and quotas as a way to make advantage of the internet. A sizable capacity quota is necessary for online
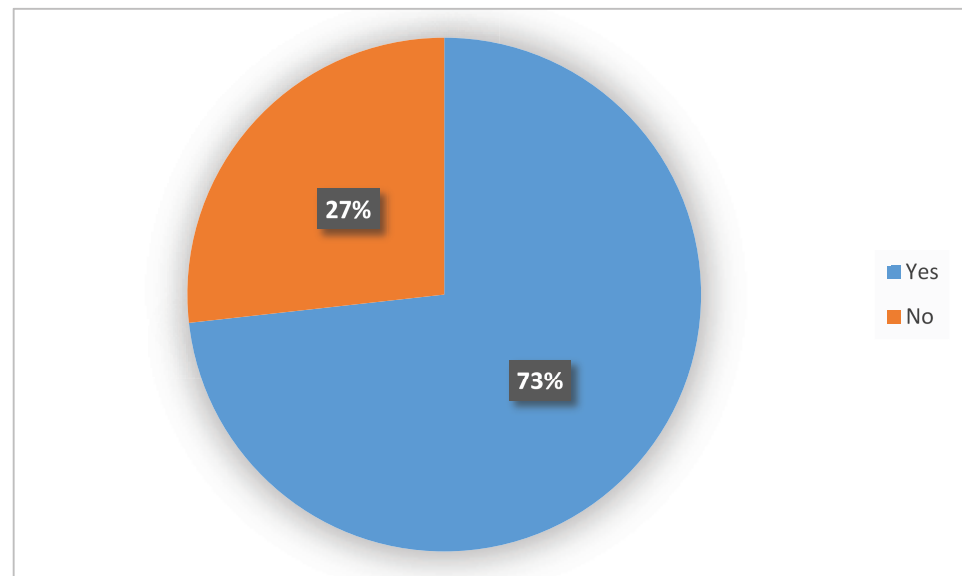
Figure 8: Facilities being supplied by institutions.

education. It costs a lot of money to get a quota with a huge capacity. Students will undoubtedly be affected by this condition, especially during the epidemic (45,46).

4. Conclusion

Everything, including education, has changed as a result of the Covid-19 pandemic. The Indonesian government has formed PSBB because to the widely spread Covid-19 virus. The use of online learning is one type of PSBB in the educational sector. According to a directive of the Indonesian Minister of Education and Culture, UNDIP and UNTAD deliver lessons online. It is used by these two organizations to stop the spread of the Covid-19 virus. Online classrooms allow for participatory lectures, and instructors can develop their originality and inventiveness. The primary tool for delivering online courses is the internet. The biggest challenge for students in Indonesia is the uneven distribution of internet access. The development quota purchase expenses is another barrier. To help students successfully complete their courses, two universities offer quota subsidies. Even amid the Covid pandemic, lectures must go on regardless of the situation. The key to a better future is education.

Acknowledgements

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