

## THE EFFECTIVENESS OF ONLINE LEARNING IN THE COVID-19 PANDEMIC ERA AT UNIVERSITY OF POTENSI UTAMA

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### Abstract

*The purpose of this study is to analyze the effectiveness of online learning in terms of access to support for the implementation of online learning which is most widely used by students of the University of Potensi Utama and the factors that affect the effectiveness of online learning. This research is a quantitative research using survey method. Data collection technique used was a questionnaire. The population of this research was all students of University of Potensi Utama in Odd Semester 2021/2022 by a total of 8,029 students. The sample of this study amounted to 800 students who were taken randomly. Based on the survey results, 64% of respondents stated that the implementation of online learning is very ineffective. The most widely used online learning support access is E-Learning with 30%. There are several factors that cause the ineffectiveness of online learning, namely: 1) There are still many obstacles in mastering digital devices 2) the unavailability and high need for internet data, 3) The internet network is not smooth due to students' domicile, and 4) There is a boredom in online learning. The effectiveness of online learning is highly dependent on several integrated components, such as students, educators, learning resources, and the technology used.*

**Keywords:** COVID-19, Online Learning, Access to Learning, Online Effectiveness Factors.

### INTRODUCTION

Nowadays, the world has been shocked by the rapid spread of a new virus. The Coronavirus Disease, also known as COVID-19, is an infectious disease caused by the SARS-CoV-2 virus. The virus has infected millions of people around the world. Most people infected with the virus will experience mild to moderate respiratory illness and recover without requiring medical treatment. However, some will become seriously ill and require medical attention. Older people and those with underlying medical conditions like cardiovascular disease, diabetes, chronic respiratory disease, or cancer are more likely to develop serious illness. Anyone can get sick with Covid-19 and become seriously ill or die at any age. It has been declared as a pandemic by the World Health Organization (WHO) because of its spread to more than 100 countries all over the world. A pandemic is an epidemic that infects many people and spreads over a very wide geography. WHO defines a pandemic as a

situation in which the entire world population is likely to be infected.

The COVID-19 pandemic has an impact to all sectors of life such as the economy, health, social, and education. The United Nations Educational, Scientific and Cultural Organization (UNESCO) stated that the spread of COVID-19 has an impact on the education sector around the world and threatens the educational rights of students in the future. Indonesian education sector in Indonesia has also got the impact of the virus spread (Dewi, 2020). Around 60 million school-age children in Indonesia from 1.5 billion children in 188 countries around the world have been affected by COVID-19 (Putria et al., 2020). The biggest impact is the change in educational services such as formal schools at all levels, from elementary schools to universities.

On the circular letter of the Ministry of Education and Culture Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Coronavirus Disease (COVID-19) issued by

the government as a solution to continue to be able to realize effective education, one of the policies is that the teaching and learning process is carried out from home by Online or Distance Learning (DL) to prevent the spread of the virus in the educational environment (Santoso, 2020). Similarly Purwanti & Krisnadi (2020), says that with the absence of face-to-face learning, online learning is a solution to keep teaching and learning activities in the midst of the spread of the corona virus.

Online Learning is a method of education whereby students learn in a fully virtual environment. It refers to an internet based-learning environment that can connect students of diverse backgrounds who boast different perspectives. According to Isman (Dewi, 2020), online learning is an interaction process of learning using computers and internet access. Online learning is an implementation of the teaching and learning process by exchanging information using the internet network to get a more massive target (Bilfaqih & Qomarudin, 2015). Through the use of information and communication technology developments, online learning systems are considered to be the most possible learning alternative at this time to prevent the spread of the corona virus by obeying the rules of staying at least 1 metre apart from other.

Now, education services must adapt to online learning methods. This change is a challenge for Indonesian education, that must also prepare both students and educators to adapt to face the challenges of the era of society 5.0. This change is not without problems. This change has had a major impact on the world of education (Simatupang et al., 2020). Even though the use of online media or multimedia-based media is one solution to make students able to understand the subject matter well so that the material presented can be absorbed perfectly (Mustakim, 2020). So that during this pandemic, the teaching and learning process must be carried out in a network (Satrio et al., 2020). This is going to answer whether the use of technology is able to replace the role of the teacher or the teacher will never be replaced by any sophisticated technology. In addition, difficulties in mastering and understanding the material are caused by interference with the delivery of information from lecturers to students, which can occur from various factors,

one of which is the use of learning media (Ferdiana, 2020). Interesting and fun learning media will be able to eliminate boredom in learning. In online learning, students require their own variations to eliminate boredom. (Aan Widiyono, 2020). In addition to the use of interesting learning media, in online lectures, lecturer creativity is very necessary in learning to avoid boredom (Hikmat et al., 2020). Lecturers must also have the ability to sort and choose relevant learning models and media to overcome boredom (Nurgiansyah, 2020). The obstacle that most often arises during the implementation of online learning is the internet data that students do not have (Arizona et al., 2020). This shows that this epidemic is not only targeting the education sector but also the economic sector.

Online learning cannot be separated from the internet network. The internet network connection is one of the obstacles faced by students who live in the area where it is difficult to access the internet, especially if they live in rural areas. Even if someone uses a cellular network, sometimes the network is unstable, because the geographical location is still far from the reach of the cellular signal. This is also a problem that often occurs at students who take part in online learning so that its implementation is not optimal.

It should be realized that the unpreparedness of both lecturers and students towards online learning is also a big problem. The change from conventional learning systems to online systems happened suddenly, without proper preparation. But all of this must be carried out so that the learning process run smoothly and students actively participate even in the conditions of the Covid-19 pandemic.

Online learning, technologically challenged us. Very important components of the online learning process need to be improved. First and foremost is a stability of internet network, then a device or computer capability, applications with friendly user platforms, and efficient, effective, continuous, and integrative online socialization for all education stakeholders.

By looking at those various facts, the researchers conducted a study to find out the effectiveness of online learning during the Covid-19 pandemic era at University of Potensi Utama.

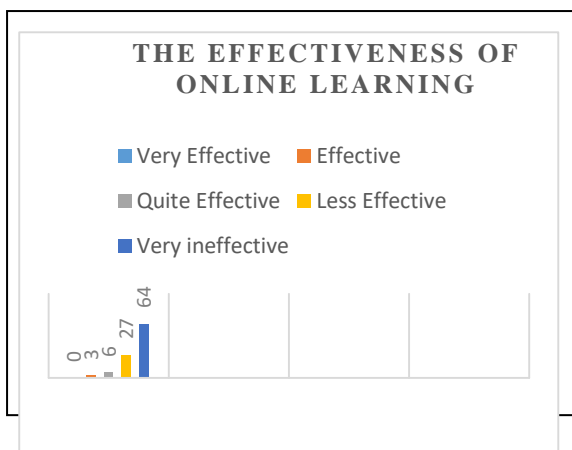
## METHOD

This study used a quantitative descriptive approach with a survey method. This survey was conducted for online learning evaluation materials. Data were collected by using questionnaires. The distribution of questionnaires was conducted by using Google Form application to students. The reason for choosing this survey is to find out the effectiveness of online learning in the covid-19 pandemic era at University of Potensi Utama. The population is all students of University of Potensi Utama Medan, 8,029 students, that spread over 10 study programs. The sample in this study is 800 students who were taken randomly from the population, with a margin of error of less than 5%.

## RESULT AND DISCUSSION

### The Effectiveness of Online Learning

The survey results showed that 64% of 800 respondents or as many as 512 students admitted that online learning was very ineffective, 27% (216 students) said it was less effective, 6% (48 students) was quite effective, 3% (24 students) was effective, and there is no students or 0% who says that it is very effective. It can be concluded that online learning is very ineffective. The effectiveness of online learning can be seen in Figure 1.



Student Satisfaction to Online Learning.

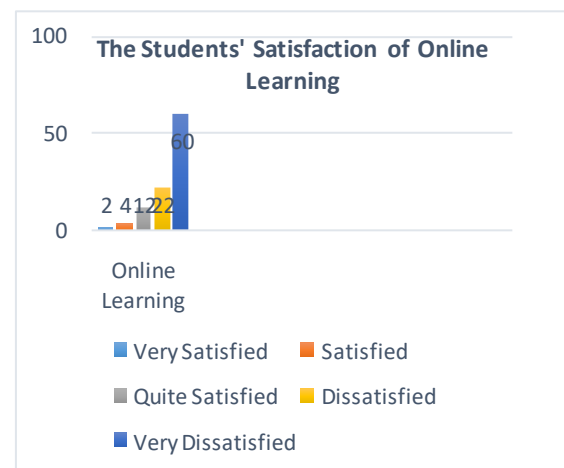
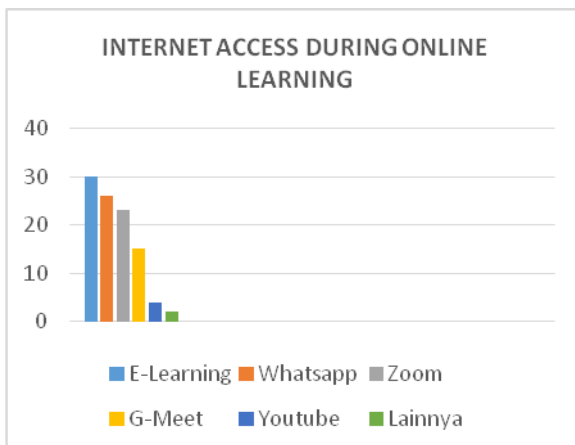


Figure 2: Students' Satisfaction to Online Learning.

The survey results showed that 60% students felt very dissatisfied with online learning, 22% felt less satisfied, 12% felt quite satisfied, 4% felt satisfied, and only 2% said very satisfied. It was concluded that online learning was not preferred by most students.

### The Internet Access Usage During Online Learning

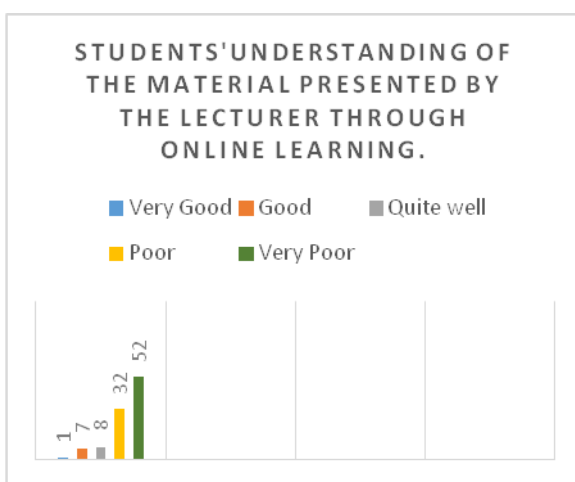
The most widely use of internet access for online learning during the COVID-19 pandemic at University of Potensi Utama is E-Learning 30%. E-Learning is the most widely used access, because it is easier for lecturers to share teaching materials to students. Followed by the use of whatsapp groups by 26%. This social media application is also widely used due to its ease of operation, ease of access, and requires little internet data. Followed by zoom application 23%, Google meet by the percentage of 15%, and access to learning through youtube by 4%, and others 2%.



**Gambar 3: The Internet Access Used During Online Learning**

### The level of Student Acceptance /Understanding of the materials presented by the lecturer through online learning.

How is the students' understanding of the material presented by the lecturer through online learning? This question was asked to find out how the material presented by the lecturer was received well by students. This question will be able to answer the success rate of online learning carried out during the Covid-19 pandemic. The following are the survey results on students' acceptance of the material delivered by lecturers through online learning:



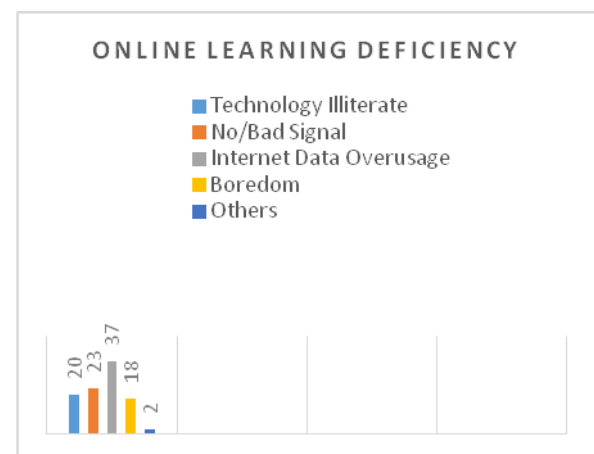
**Figure 4. The level of students' understanding of the material presented by the lecturer through online learning.**

Based on the Figure 4, the level of students' understanding on teaching materials delivered by lecturers through online learning shows that 52% of respondents answered very poor, 32% of respondents answered poor, 8% of

respondents answered quite well, 7% of respondents answered good, and the rest (only 1%) answered very good. This proves that during online learning, the material presented by the lecturer cannot be fully absorbed by the students. This can occur due to several factors such as: technical problems such as bad signals obtained in the implementation of online learning,

### Online Learning Deficiencies.

This question was asked to find out what factors were the cause of the ineffectiveness of online learning. Some of these factors include boredom, internet quota, network stability, and others.



**Figure 5. Online Learning Deficiency**

This question will be able to answer the most dominant inhibiting factors in online learning. The following are the results of a survey on deficiencies in online learning.

The figure 5 shows that 37% of respondents complained about the internet data usage, 23% of respondents answered that there is no or bad signal, 20% of respondents answered that they are technologically illiterate in the sense of not understanding using various online applications, 18% of respondents feeling bored, and 2% of respondents answered others such as not having a cellphone, busy at work, sick, etc. The rate of internet data usage is very high, this is because online learning costs more because searching for suitable materials, learning through virtual access, submitting assignments and other matters requires maximum internet access and of course consumes very high internet data. This is followed by the absence or difficulty of an

internet signal. To overcome boredom, in conducting online learning in this Covid-19 pandemic situation, lecturers should always innovate in designing and creating the materials, learning methods, and appropriate applications.

To make online learning more effective, educators need to pay attention to: 1) summarize the learning materials that need to be presented; 2) only use virtual meetings as a medium to explain theories that are difficult to understand; 3) avoid redundant assignments; 4) Always ask students about material that is not understood in groups/individuals to reduce misconceptions. The effectiveness of online learning is highly dependent on several integrated components, such as students, educators, learning resources, and the technology used.

## CONCLUSION

Online learning that is implemented to comply with government policies related to physical distancing is the implementation of the teaching and learning process by utilizing the internet network without being limited by space and time. From the results of the questionnaire, online learning itself is still considered ineffective by most students. There are several factors that cause the ineffectiveness of online learning, namely: 1) There are still many obstacles in mastering digital devices, especially the first semester students, so it is necessary to adapt technology first, 2) the unavailability and high need for internet data, 3) The internet network is not smooth due to domicile. many students are far from the signal range. As a result, the material presented by the lecturer cannot be fully absorbed by students, 4) There is a boredom in online learning. The effectiveness of online learning is highly dependent on the students, educators, learning resources, and the technology used.

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