



THE ANALYSIS OF LEARNING ACTIVITY DURING ONLINE LEARNING IN THE TIME OF COVID-19

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ABSTRACT

The Covid-19 pandemic has had a considerable impact on the lives of Indonesian people, one of which is in the aspect of education. This pandemic has prompted the government to issue policies regarding the implementation of learning in Indonesia. Namely, learning must carry out online or remotely.

This study describes the implementation of learning activities during online learning in universities. The research method used in this study is a qualitative method with data collection techniques, namely through observation, documentation and interviews.

The results of this study illustrate that the implementation of learning activities during online learning in universities has been carried out well. In the implementation of online learning, lecturers have carried out lesson plans. They have carried out learning well, namely using learning media, strategies, methods, and learning approaches tailored to students' needs. Online learning has flexibility in its implementation and can encourage lecturers to be more creative in teaching. Besides that, students must be more independent and motivated to be more active. However, online learning has obstacles in its implementation. Unstable network conditions and difficulties for students to understanding learning materials are challenges in online learning.

Keywords: Analysis, Online Learning, Covid-19

INTRODUCTION

Education is an effort made by individuals consciously and planned to realize an effective learning process to educate in developing potential. But today, there are still many problems in education that can hinder the achievement of the expected goals. Problems in education are a top priority that must solve, one of which concerns the problem of the quality of education. The quality of education is currently experiencing challenges due to the outbreak of the Covid-19 virus. Covid-19 is a global pandemic whose spread is very worrying. As a result, the government must work together to suppress the spread of the Covid-19 virus by issuing policies so that all citizens of the community practice social distancing. So that with this policy, all community activities that are usually carried out outside the home by gathering and in groups must now be stopped for a moment and replaced with activities in their respective homes.

Currently, the world is faced with an outbreak of a disease caused by Coronavirus Diseases, known as Covid-19. On January 30, 2020, WHO declared it a public health emergency of concern to the world. The impact of Covid-19 in Indonesia is currently quite large for the entire community. With the continued increase in positive coronavirus cases in Indonesia, the Indonesian government is urging to immediately deal with the Covid-19

pandemic by making various policies such as implementing physical distancing and large-scale social restrictions (PSBB) locking and PPKM.

One of the impacts of social distancing also occurs in the learning system in universities. Based on Circular No. 4 of 2020 concerning the Implementation of Educational Policies in the emergency period of the spread of the virus, the Minister of Education and Culture urges all educational institutions not to carry out the teaching and learning process directly or face to face but must do so indirectly or remotely. With this appeal, all educational institutions change the learning method used, namely online or in a network (online).

Online learning is not new to Indonesia. This learning model has been developed since 2013 as an alternative learning, meaning that before the outbreak of this virus, Indonesia had applied the method. But not all institutions apply it. With the outbreak of this virus, all universities and other educational institutions must use online learning methods without exception, aiming to continue the learning process even though it must do at home.

Students and lecturers who previously interacted directly in the classroom now have to interact in a limited virtual space. This situation, of course, impacts the quality of learning. Lecturers are required to provide good teaching, create a conducive atmosphere for learning and creatively and innovatively use interesting learning media so that students can understand the learning materials and achieve learning objectives.

According to Thome, "online learning is learning that in the learning process uses multimedia technology, virtual classes, videos, animated online texts, email, voice messages, telephone conferences, and online video streaming" (Kuntarto, 2017). In online learning, lecturers and students study together simultaneously, using various applications, such as Whatsapp, Edmodo, Telegram, Zoom Meeting, Google Meet, Google Classroom, Quipper School, Lecturer Room, and others applications.

Online learning is a new challenge for educators during this pandemic, which requires them to be able to use online learning media, to be able to carry out online learning and is expected to be able to increase their creativity in the learning process. To carry out online or online learning, all parties who take part in the learning process must have readiness, such as an internet network with adequate connectivity and other facilities that can support the online learning process to be carried out properly and effectively.

Online learning must be planned, implemented, and evaluated and learning that occurs in the classroom. Majid (2011) says that planning can be defined as compiling subject matter, teaching media, teaching approaches and methods, and assessment in an allocation of time that will carry out at a certain period to achieve predetermined goals.

Based on the results of observations and interviews with several lecturers at universities, the authors obtained findings that the university's implementation of online or online learning has been implemented. Lecturers usually use Whatsapp, Zoom Meeting, Google Meet, and Google Classroom in online learning. Supported by facilities that support online learning, lecturers also make preparations before the learning process takes place. Lecturers also make learning videos or download videos from the internet as learning media for students. Several times a week, lecturers carry out lessons via Zoom to explain learning materials.

Based on what has been described, this research uses the formulation of the problem, namely how to analyze the implementation of learning activities during online learning during the Covid-19 period in Higher Education? While the purpose of the research based on this is to describe the analysis of the implementation of learning activities during online learning during the Covid-19 period in Higher Education.

Understanding Learning

Learning is a teaching activity and a learning activity. Teaching activities involve the role of a lecturer in the context of seeking harmonious communication between teaching and learning. Teaching is a guiding process to gaining a learning experience. Students will obtain the experience if they interact with their environment in the form of activities. Lecturers can help students learn, but lecturers cannot learn for students. Activity is a very important principle in the learning process. Students must carry out activities to improve learning outcomes. According to Sardiman, learning is doing, acting to change behaviour, and doing activities. There is no learning if there is no activity. Learning activities are activities that are both physical and mental.

According to law no. 20 of 2003 "learning is a process of student interaction with educators and learning resources in a learning environment". In line with the opinion of Azhar (2011) explains that learning is an ongoing interaction between lecturers and students which brings information and knowledge.

Based on the explanation described, the author can conclude that learning is the internalization of knowledge into students through the interaction between students and educators. In learning, there are student activities as students and lecturers as educators. Learning is carried out in the lecturer's planning, implementation and evaluation stages, which are then implemented through classical meetings with the support of adequate facilities.

Online Learning (Online)

According to Thome, online learning is learning that utilizes multimedia technology,

virtual classes, videos, animated online texts, email, voice messages, telephone conferences, and online video streaming (Kuntarto, 2017). According to Bilfaqih & Qomarudin (2015), online learning is a program for implementing classroom learning to achieve strong and broad groups through the internet network with unlimited participants. Learning can be carried out strongly and done free of charge or paid. In online learning, students are given material in video recordings or slideshows, with weekly assignments that students must complete within a predetermined time limit. Online learning has the advantage of fostering an independent attitude in students while studying (self-regulated learning).

Distance or online education is carried out in various forms of learning, which requires the availability of various learning resources. According to Rahmawati (2015), this learning pattern includes implementing learning programs through written education or correspondence, books, modules, radio, audio/video, TV, computer-assisted, and multimedia via computer networks.

Implementation of Online Learning

Online or online learning is carried out virtually through available virtual applications. However, online learning must still pay attention to the competencies conveyed and taught to students.

In online learning, the lecturer must continue to explain the material studied by students even though it is not optimally. Therefore, the lecture method needs to be applied to online learning. According to Tafonao (2018), the lecture method delivers lessons or materials with direct or intermediary oral speech to achieve the desired indicators or learning objectives. After explaining the material, of course, students will more easily understand the material presented by the lecturer so that students can do the assignments given by the lecturer. Because in this online learning, lecturers always give assignments to measure student understanding.

Media Used in Online Learning

According to Tafonao (2018) that the media is a tool in the learning process where the presence of media can stimulate students to do something, motivate mindsets, abilities in themselves, and skills possessed so that they can encourage the learning process. One media that can use in learning is online media. Online learning is a learning model based on ICT (Information Communication Technology)". Online learning is a student-centred learning model. Thus, students must be independent and responsible for the learning process.

Students' activeness in online learning will determine the learning outcomes they get. The more active students are, the more knowledge or skills they will acquire. Usually, the media widely used in online learning is Android-based Smartphone media, laptops or computers.

Advantages and Disadvantages of Online Learning

Online learning sometimes has advantages and disadvantages experienced by students. The most prominent drawback is that lecturers and students are not familiar with online learning. Especially in online learning using applications through smartphones or laptops, not all students' homes or residences have adequate internet facilities, especially for students who still lack knowledge of electronic media.

Covid-19 (Coronavirus Diseases)

Coronaviruses are a large family of viruses that cause disease in humans and animals. It usually causes respiratory tract infections in humans, ranging from the common cold to serious illnesses such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). The disease is mainly spread between people through respiratory droplets from coughs and sneezes.

At the beginning of 2020, the world was shocked by the disease outbreak caused by a coronavirus known as Covid-19 (Coronavirus Diseases). It is known that the origin of this virus came from Wuhan, China, discovered at the end of 2019. Coronaviruses are a large group of viruses that cause mild illness to death in sufferers. Coronavirus Diseases 2019 (Covid-19) is a disease that has never been found in humans because it is a new type of disease caused by a virus. Common symptoms of Covid-19 infection include symptoms of acute respiratory distress such as cough, fever, and shortness of breath.

The case of spread of the coronavirus is increasing every day in Indonesia. As a result, many sectors are hampered. One example is the education sector. Colleges and colleges are all closed due to the coronavirus. One of them is a basic university. Learning in basic tertiary institutions is hampered by following government instructions which require college holidays and ordering students to study at home. Seeing this condition, the government implemented distance learning.

This Covid-19 pandemic has affected education systems worldwide, leading to the closure of educational institutions, universities and colleges. On April 27, 2020, many students were affected in response to the pandemic. The policies taken by many countries, including Indonesia, by cancelling all educational activities, have forced the government and related institutions to present alternative educational processes for students who cannot carry out the educational process at educational institutions. Therefore, through the Minister of Education and Culture circular, online learning (during) is one solution to this.

METHOD

Place and time of research

This research is conducted at several universities. The research time is carried out in the odd semester of the 2021 academic year. Meanwhile, the interview location with the resource person is adjusted to the situation and condition of the resource person, in the workroom, in the office, canteen, or other places, depending on the situation and conditions with the resource person.

Approach and Type of Research

The author's approach in this research is qualitative, a qualitative approach, namely the research method used in natural object conditions, where the researcher is the key instrument (Muhadjir, 2007). The results of qualitative research emphasize the meaning obtained from the study results.

This research is qualitative field research. In this case, the author makes field observations to see and obtain data related to how active learning is during online learning during the Covid-19 period in universities. From the information that the author got, even though the covid-19 outbreak has not ended, activities in lectures still exist, and lecturers and other employees continue to carry out their activities as usual. It's just that learning activities in the classroom are not yet possible to be carried out in full as in the pre-covid-19 period.

Data and Data Sources

The data in this study were in the form of descriptive text about the implementation of online learning activities during the Covid-19 pandemic in universities which the authors obtained from observations, interviews and documentation.

Data sources are all things that can provide information about the data. There are two data sources in this study, namely primary data and secondary data. Primary data comes from resource persons, namely lecturers and students. Secondary data in this study comes in the form of archives, written data, and documents used to back up the data that was already collected. This data helps to make the data stronger.

Data collection technique

1. Observation

Observation is a complex activity, a process that consists of various biological and psychological processes. The observations taken are structured observations, where observations are designed systematically about what will be observed, when and where it is (Sugiyono, 2013). The observation technique is carried out if related to human behaviour, work processes, or natural phenomena, and the respondent being observed is not too large.

2. Interview

An interview is a meeting of two people to exchange information and ideas through question and answer so that meaning can build on a topic. Interviews are used as an activity in data collection if a researcher wants to conduct an initial study to find the problem to be studied and if the researcher wants to know things from the respondent in more depth. (Sugiyono, 2013). The types of interviews conducted in this study were structured interviews, which used interview guidelines arranged systematically for data collection.

3. Documentation

The documentation technique is a tool for using data collection techniques through interviews in the type of qualitative research (Sugiyono 2013). Documentation is used to collect information about research problems to add evidence to an event. Documentation data collection was carried out during interviews and observations, strengthening the research. In this study, the required documents related to lecturers' implementation of online learning, the data can be in the form of photos when the lecturer is teaching online and other documents that support research. This data is used to complete previous incomplete data or as supporting data.

Data analysis technique

The data that has been collected after conducting the process of observation and interviews, the author must analyze the data. In this case, the author uses the data analysis technique of the Miles and Huberman model, where activities in qualitative data analysis are carried out interactively and continuously until the data is saturated. Miles and Huberman in Sugiyono (2013).

Data analysis steps are data reduction, data presentation, and conclusion drawing.

1. Data reduction

Data reduction activities summarise the main points, focus on points that are considered important, and then look for pattern themes. In reducing data, the author will direct to the final result or purpose of the research, namely the goal of discovery. Thus the data will provide a clearer picture so that the authors have no difficulty collecting further data.

2. Data presentation

After the data is reduced, the data is presented. The data presentation can do by showing all the data grouped in descriptive form and drawing conclusions. With the author presenting the data, this will certainly make it easier for the author to understand what happened and then plan what activities to do next.

3. Conclusion

The initial conclusions on the presentation of the data are still temporary. They will change

if they are not supported by strong evidence to support the initial data that has been collected. But if the conclusions that the authors found at an early stage have been supported by valid evidence, then the conclusion is credible.

DISCUSSION AND RESEARCH RESULTS

1. Online Learning Planning

Online learning carries out lesson planning to make the teaching and learning process more focused. Online learning planning is made with the lecturer preparing online lesson plans, making learning media adapted to the material to be studied and preparing teaching materials to be delivered in the learning process.

a. Create an online learning implementation plan (RPP Online)

Lecturers make online lesson plans by looking at the internet and discussing them with other lecturers. Online lesson plans made by lecturers consist of opening or introduction, core activities and closing. The author conducted interviews with research subjects lecturers to dig deeper into the data obtained. The authors' observations showed that the lecturers had made online lesson plans for teaching.

b. Preparing learning media

The next lesson plan is making learning media. From the lecturers' observations, it seems that they have prepared and made learning media in the form of learning videos uploaded to YouTube. Learning videos are made based on the material to be studied. However, if the lecturer does not make a learning video, the lecturer will still look for other videos on YouTube that match the material to be taught. Usually, the lecturer will send the learning video link to the Whatsapp group two days before the lesson. This task is done so that students can study the video before learning takes place.

c. Preparing teaching materials

The next lesson plan is to prepare teaching materials in the form of learning videos that have been made or downloaded from Youtube and prepare subject matter to be taught to students by reading books and studying videos that have been distributed to students. This study is done so that the lecturer can master all subject matter during the learning process.

2. Implementation of the online learning process by lecturers

a. Applications used in online learning

The results of observations in the implementation of online learning are seen by lecturers using Whatsapp and Zoom in online learning. Whatsapp is used to communicate with students. Through Whatsapp, the lecturer provides directions and information regarding

the implementation of online learning. Whatsaap is used because all students are familiar with and able to use it. Through Whatsapp, students can send back the assignments that students have done. At the same time, Zoom is used for the online learning process so that lecturers can explain the material to students easily. Even though, at first, some students didn't understand using Zoom, they got used to it over time.

b. Methods used in online learning

The results of observations in the implementation of online learning show that lecturers use many lecture and assignment methods when learning via Zoom or Videocall. The lecture method is used to explain the material studied by students so that students will more easily understand the learning material. At the end of the lesson, the lecturer usually gives assignments as an exercise from the material that has been studied, but the tasks given are not like in face-to-face learning.

c. Using learning media in online learning

The results of observations showed that lecturers had used learning media in the form of learning videos made or downloaded from YouTube before the learning process took place. The learning videos used in learning adapt to the learning material. Even though learning is done online, learning media is still needed to make it easier for students to understand the material presented.

d. Student readiness in online learning

The observations and interviews show that students' readiness to implement online learning is quite good. Five minutes before learning starts, all students have entered the Zoom link that the lecturer has created. They have prepared books and all kinds needed in the learning process.

e. Readiness of lecturers in carrying out online learning

The results of observations show that the readiness of lecturers in carrying out online learning is enough to prepare everything well. Lecturers prepare the facilities and infrastructure needed for the implementation of online learning. Besides that, the campus has also facilitated lecturers to conduct online learning. The campus even provides training on using electronic media to equip lecturers in carrying out online learning.

f. Internet Network Availability

The results of the observation that the availability of the internet network on the campus is sufficient to support the implementation of online learning. The campus has facilitated lecturers to carry out online learning by providing quotas for each lecturer. Likewise, the availability of an internet network at home can carry out online learning, and on-campus

Wifi is also provided to conduct online learning.

g. Availability of media to carry out online learning

The results of the observation that the availability of media for learning, such as laptops, cellphones, and other learning resources on campus, are already available and sufficient to support the implementation of online learning. Because all lecturers already have Android phones and laptops to carry out online learning. Likewise, other learning resources such as textbooks are also available, and indeed, the campus has facilitated everything needed to carry out online learning.

h. Difficulty in online learning

As a result of observations in the implementation of online learning, lecturers have started to get used to carrying out online learning. Lecturers are used to using electronic media in learning, although at first, the lecturers found it difficult as time went on, the lecturers got used to it. In addition, the campus also provides creative lecturer training to equip lecturers in carrying out online learning so that lecturers can carry out online learning well.

i. Students' ability to use online learning media

The observation of the learning process through Zoom showed that students in the class were able to use and operate online learning media such as cellphones and laptops. But most of them prefer to use a Handphone than Laptop.

j. Characteristics of students in online learning

In observing the learning process through Zoom, the authors obtained data that the characteristics of students in the class were very diverse. Some students easily understand the learning material, and some have difficulty understanding it during online learning. Some students learn with their self-awareness. Some are due to other factors.

k. The approach used in online learning

The results of observations in the implementation of online learning show that lecturers use a learning approach by motivating students' enthusiasm for learning and providing rewards for diligent and disciplined students in the online learning process.

3. Implementation of the online learning process by students

a. Student responses about the implementation of online learning

The results of observations in the implementation of online learning through Zoom show that students are used to doing online learning. Because they are used to doing face-to-face learning, they have started to get used to and enjoy the implementation of online learning over time. Although initially, many of them complained that learning is

implemented online because they felt bored and lacked enthusiasm for learning.

b. Difficulty in online learning

The observations in the implementation of online learning via Zoom show that students are quite enthusiastic about participating in learning. Although some students sometimes do not understand the material presented by the lecturer, the lecturer will re-explain the learning material if there are still students who do not understand the lesson. It can be seen that there are students who enjoy online learning, and there are also students who find difficulties when learning is done online.

c. Students' ability to use electronic media in online learning

Based on observations of the online learning process through Zoom, it can be seen that students can use online learning media such as cellphones and laptops. But most of them prefer cell phones compared to laptops because cellphones are considered more practical.

d. Student readiness in online learning

The results of observations on the learning process via Zoom show that students have prepared themselves before online learning begins. Five minutes before learning starts, all students have entered the Zoom link to participate in the lesson. In addition, they have prepared books and other stationery for study. In this online learning, students look enthusiastic and enthusiastic.

e. Availability of online learning media

The results of the observation of the online learning process carried out through Zoom show that the facilities and infrastructure in online learning are already available in every student's home. They already have an android cellphone and a laptop. They are all present every time the online learning process occurs, either using cellphones or laptops in participating learning. This learning can be seen in the readiness of the students to take part in online learning.

f. Availability of internet network for online learning

g. The observations of the online learning process carried out through Zoom show that the availability of internet networks in students' homes has supported the implementation of online learning. Because the students live in a city with a pretty good internet network, however, some students use Wifi at home, so when the lights go out, it will interfere with the implementation of online learning.

4. Forms of online learning evaluation

The results of observations of the learning process carried out by lecturers through Zoom show that in learning, the lecturers often repeat the explanation of the material if there are

still students who do not understand the material. The lecturer does this learning because teaching online requires more patience and concentration so that students can understand the material being taught. In addition, in the implementation of online learning, the lecturer gives assignments to students and will send back the assignments for each student who has been given a grade. At the end of explaining the material, the lecturer always asks students about what has been explained. It aims to measure the extent of student understanding.

Discussion

During the Covid-19 pandemic in universities, online learning has been carried out quite well. In online learning, lecturers always make learning plans by making online lessons plans by looking at the internet and discussing with other lecturers. Online lesson plans made by lecturers consist of preliminary activities, core activities and closing. In addition, the lecturer always prepares teaching materials by re-learning the material to be taught. This task is done so that the lecturer can master the learning material perfectly. In addition to the subject matter, lecturers also prepare media in learning videos before online learning takes place.

Learning planning is the most important component of the learning process. According to Majid (2011), planning can be defined as preparing teaching materials, using media, using learning approaches and methods, and evaluating within a certain time to achieve the learning objectives that have been set. With good planning, the learning process will be more focused and systematic.

Furthermore, the implementation of online learning is carried out using the Zoom, Google Meet, Google Classroom and Whatsapp applications. Zoom, Google Meet, and Google Classroom are used to explain the subject matter, while Whatsapp is used to communicate with students about the implementation of online learning. Besides that, lecturers also send information about online learning via Whatsapp. Furthermore, in the implementation of online learning, lecturers use learning media in learning videos that are uploaded and shared via Whatsapp. This learning media aims to make it easier for students to understand the learning material presented.

In addition, the assignment method is a method that is often used by lecturers, namely by giving assignments to students. It aims to determine the extent to which students understand the material taught. According to Supardi (2014: 58-59), the assignment method is a teaching method by giving assignments to students to carry out learning activities so that they can be accounted for within a predetermined time.

In the implementation of online learning, student readiness is quite good; they prepare everything needed in online learning, such as books, pencils, cellphones, or laptops.

Additionally, professors preparing courses for delivery through the internet are required to participate in creative lecturer training sessions on campus. This creative lecturer training aims to equip lecturers in carrying out online learning so that lecturers do not stutter on technology in the implementation of online learning.

Furthermore, in the implementation of online learning, lecturers also approach learning in the form by motivating so that students' enthusiasm for learning remains high and students remain active in the learning process even though learning is done online. In online learning, strong motivation and encouragement are needed so that students remain enthusiastic about learning.

Furthermore, the availability of facilities and infrastructure for online learning on campus has been fulfilled for both lecturers and students. The campus has provided facilities in the form of Wifi internet quota for lecturers so that lecturers do not spend their money to buy packages besides package books and other facilities needed by lecturers have been provided with the campus. However, students are sometimes constrained by the internet network because if the lights go out, the network in their homes will disrupt. Students prefer to use cell phones in implementing online learning because they are considered more practical. In the implementation of online learning, the availability of facilities and infrastructure is the main thing to support the successful implementation of online learning. According to Barnawi and Arifin (2016), educational facilities are everything in equipment and supplies directly, while educational infrastructure includes all equipment and supplies that indirectly support the educational process.

CONCLUSION

The implementation of online learning in universities has been carried out well. In implementing online learning, lecturers and students use Whatsapp, Zoom, Google Meet and Google Classroom. Even though learning is done online, lecturers continue to plan learning by making online lesson plans, preparing teaching materials in the form of learning media and preparing teaching materials before the learning process occurs.

In implementing online learning, lecturers more often use Whatsapp to communicate with students. Besides that, lecturers use Whatsapp to share information related to learning. Meanwhile, lecturers use Zoom, Google Meet, and Google Classroom to deliver learning materials in the implementation of online learning. In the implementation of learning, lecturers use media in videos. The use of learning media in learning videos aims to make it easier for students to understand the material.

The strategy used by lecturers in online learning is to provide time for discussion and question and answer to students to approach students so that students can interact well. In addition, the method used by the lecturer is adjusted to the characteristics of the student. The lecturer uses the lecture method because it is more effective in explaining learning material. Even though studying online, students still need an explanation of the material from the lecturer.

In implementing this online learning, the lecturer uses an approach with students through video calls and Zoom by providing motivation and always asking students' complaints regarding the implementation of this online learning. Furthermore, for the assessment and evaluation of lecturers using the Whatsapp application, send back student assignments that have been corrected. In addition, the lecturer also provides an assessment of student discipline in submitting assignments. The obstacle to implementing this online learning is the unstable internet network, so sometimes students find it difficult to learn.

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