

The Effectiveness of Online Learning in Language Teaching at English Education Department of Institut Parahikma Indonesia during Covid-19 Pandemic

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Abstract

This study aims to determine the effectiveness of online learning during the COVID-19 pandemic in the second, fourth, and sixth semesters in the Department of English Education at the Parahikma Indonesia Institute for the 2020/2021 school year. The method used is a mixed method using sequential on explanatory research methods. There are 18 students and 5 lecturers who participated in this research. The data was collected using two instruments, namely online questionnaire and in-depth interviews which were analyzed quantitatively and qualitatively. The results showed that the effectiveness of online learning in the English language education department still needs to be improved through lecturer training such as how to present creative material to students, and how to solve student problems that are constrained by networks. In addition, this study also reveals several factors that affect the effectiveness of online learning (1) lack of student participation in class, (2) lack of understanding of material that is not delivered directly, and (3) the importance of building communication in class activeness between lecturers and students. Therefore, further researchers are expected to focus on finding the obstacles faced by students and teachers during online learning.

Keywords: Effectiveness, online class, learning process, COVID-19

Citation

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1. Introduction

Coronavirus or known as COVID-19 is one of the biggest epidemics that has had a huge impact worldwide. The World Health Organization (WHO) decide SARS-CoV-2 as a new type of coronavirus. This virus began in December 2019 in China and then spreads throughout the world. The spread of coronavirus is the same as other viruses, it can be contagious from human liquid, touching contaminated items, rubbing the eyes and mouth without washing hands (Nurin,2020). Moreover, the victims of COVID-19 are constantly increasing every day. Range contamination of this virus is from slight to deadly infections (Smith, 2020). Since the emergence of this virus, almost the entire world has decreased in several sectors. One sector that is very influential is in the education sector. The Indonesian Ministry of Education, Nadiem Makarim issued a Circular Letter No: 15 of 2020 “which ordered all employees, lecturers, staff, and students to carry out online learning at home during Covid-19” (Ministry of Education and Culture, 2020).

In addition, South-Sulawesi is the third highest ranked city after East Java, and DKI Jakarta which has the most infections in COVID-19 (kawalcovid, 2020). Unfortunately, unprepared teachers and students can hamper the online learning process. Marcus in Liaw, (2008) stated that the lack of a firm framework to motivate the learners to online learning and also a high level of self-discipline or self-direct is needed. Some of the obstacles that are often encountered in online classes are coming from the teacher and the students. Both are not familiar with online classes. The students find it difficult to understand teacher explanation, unfavorable environmental conditions network issues, universities or institutions that have not supported the integration of online programs in campus missions or strategic plans.

Kenneth and Sterling (2015) investigated the student's satisfaction with online learning at the University of California. This research focused on how the situation of human interaction affected student enjoyment in reference to their online classroom experiences. This study used mixed-method of quantitative survey item and qualitative interview. It was revealed that there is a relationship between human interaction and student satisfaction with online courses. In addition, this study showed that levels of satisfaction with courses have more opportunities for human interaction.

In other hand, Bhagat, Wu, and Chang (2019) examined the impact of personality on students' perceptions of online learning to find out the outcome of five characters (extraversion, agreeableness, conscientiousness, neuroticism, and intellect/imagination) on students' perceptions of online learning. Using convenience sampling methods, there were 208 students from Taiwan (men = ninety-six and women = 112) with prior online course experience participating in web surveys using a bulletin board system. These results provided evidence that students with different personality traits have different preferences and experiences of online courses.

In another context, Liaw (2007) has conducted research in Taiwan University about students' satisfaction, behavioral intentions, and student effectivity. This study aimed to investigate the students' perceived satisfaction, behavioral intentions, and e-learning effectiveness to 424 students who have been surveyed using an optional questionnaire. The consequences show that the perception of self-efficacy is an important component that influences students' enjoyment with e-learning Blackboard to find out gadgets. Perceived use and pride contribute to the behavioral goal of students to use e-learning machine. Furthermore, to find out the effectiveness of online learning can be influenced through multimedia instruction, interactive learning activities, and knowledge of e-learning quality systems.

Meanwhile, Means et al (2013) have conducted research on the effectiveness of online and blended learning which stated that online learning produced better learning outcomes than face-to-face instruction in these studies with random-assignment experimental designs. This study aimed to produce statistical synthesis from studies that compare learning outcomes for full-time online learning or mixed learning conditions with traditional classroom instruction. The researchers used experimental studies for random assignments and quasi- experimental experiments with statistical control for preexisting group differences. Student forms are roughly equally divided between students at the university or early years of school and students in graduate programs or expert training. The result of this study is students in online learning are better than students who receive face-to-face instruction.

Lastly, in Indonesian Higher Education, Girik, (2020) has conducted research on online learning during the COVID-19 pandemic aimed at investigating students' perceptions approximately online learning in the midst of a COVID-19 pandemic. The method of this study was qualitative research and the subjects were students of the English Language Study Program. The instrument used was a semi-structured interview using the WhatsApp application. This study also discussed the availability of internet access, financial problems, and the implementation of online learning. The researcher implied that the material and instructions applied by the lecturer in online learning were not easy to use.

Considering the different findings in different language learning contexts from the previous research, most of the studies focus on student satisfaction and advantages in online learning and blended learning. There is still limited research on the effectiveness of online teaching for higher education levels, especially in Makassar. For that reason, researcher finds a strong interest in investigating students' and teachers' perceptions of online learning during the COVID-19 pandemic.

2. Problem Statement

Based on the background above, this study in general would like to examine the Effectiveness of Online Learning in Language Teaching during Covid-19 Pandemic. This general aimed was going to study by proposing the specific research questions:

- a. How is the effectiveness of online learning in language teaching during Covid-19 pandemic at Parahikma Institute of Indonesia.?
- b. What are the students' and teachers' perception in online learning process during covid-19 pandemic at Parahikma Institute of Indonesia.?

3. Methodology

3.1 Research Design

As this study focus on the effectiveness of online learning, the explanatory sequential method consider suitable as Gay and Mills 2016 argued that explanatory sequential mixed method design is where quantitative data are accumulated first and are more heavily weighted than are qualitative data. This design is also success in previous research regarding to the effectiveness of online learning in several context and setting, such as Yee (2011), Kenneth & Sterling (2017), Lim & Kim (2003), and Thomas (2017). This study has been conducted at Parahikma Institute of Indonesia which is located at Jl. Mustafa Dg. Bunga 119, Gowa, 92113, South Sulawesi, Indonesia. As we know that this campus has three main pillars, one of which is ICT. This campus also applies the concept of blended `learning which has become one of the missions in 2021.

3.2 Participants

This study involved two types of participants: lecturer participants and students' perception. A Purposive Sampling Technique would be applied in selecting the participant.

a. Lecturer Participants

For this study, the researcher investigated five English lecturers who implemented online learning during the COVID-19 pandemic. Based on preliminary interviews, researcher found that the lecturers using online classes with several different media such as zoom application, google classroom, whatsapp, and learning management system (LMS) so that it would have an impact on the learning quality.

b. Student Participants

The participants are 30% of the total number of English Education Department students in each semester such as semester three, five and seven. The grand total of 30% is nineteen students. Participants were chosen because they were easy to reach and had been actively participating in online classes during the COVID-19 pandemic. They also live in different areas in Makassar.

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3.5 Data Collection Method

In order to answer the researcher's questions, the data has been collected through questionnaires and interviews. The details are explained as follows:

a. Questionnaire

The questionnaire was distributed to English Education students with aimed to know what students' perception of online learning. The questionnaires would be analyzed using Statistical Package for the Social Sciences (SPSS) to find validity and reliability. The scale used to collect the data is scored by 5 = strongly agree, 4 = agree, 3 = either agree or disagree, 2 = disagree, and 1 = strongly disagree. This provided the quantifiable data, which provided the information to address the research questions (Creswell, 2014).

b. In-depth interview

After analyzing data from survey instruments, the second stage, which is a qualitative part of the research, has been carried out. Qualitative interviews were used to determine whether there were general themes that illustrate how effective online learning is. Interview participants come from five English lecturers and three students have selected based on the questionnaire answers given previously for deeper information. Interviews are the tools most often used to obtain information, which could be done face-to-face or by telephone (Saat & Mania, 2019). In addition, the researcher would ask the teacher's and student time to do the interview. Furthermore, the teacher has been told about the aim of this interview and record during the interview, handwritten notes have been taken.

3.6 Techniques of Data Analysis

In analyzing the data in this research, the researcher has used quantitative and qualitative separately. Quantitative results were then used to plan the qualitative follow-up (Creswell, 2014). The details were explained in the following:

a. Quantitative Data Analyzing Method

In analyzing the data in this method, the researcher used Quantitative data analysis with several steps as follows:

- Editing
The first stage is to separate the complete and incomplete questionnaires done by students. The questionnaires which were incomplete would not be used.
- Coding Data
In this stage, the researcher would give a code to each student questionnaires. The purpose of coding data is to make them easy to be analyzed later on.
- Scoring
After coding the data, the next step was to give scores to each option of the questionnaires done by the students.
- Input the data
The last stage was to input all data in the table and analyzed using Statistical Package for the Social Sciences (SPSS) to find validity and reliability.

b. Qualitative Data Analyzing Method

In analyzing data in this method, researchers would use the interactive data analysis method proposed by Miles and Huberman (2020) to capture more data. There are three stages of interactive data analysis: data condensation, data display, and drawing conclusions or verification.

- Data condensation
This data refers to the process of selecting, focusing, simplifying, abstracting, and or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, and other empirical materials. The researcher stays away from data "reduction" as a term because that implies weakening or losing something in the process.
- Data Display
After condensation data, the next step was to draw data in the data view. Data would be displayed in the form of narrative text and in accordance with research questions. Researcher will systematically organize all data.
- Verification of conclusions
Finally, the researcher would conclude this research data so that it showed the results of this study. In addition, it would clearly answer the second question of research.

4. Result

The findings of this study discuss two main areas; (1) The effectiveness of online learning in language teaching during COVID-19 pandemic (2) The students' and teachers' perception in online learning process during COVID-19 pandemic.

4.1 The effectiveness of online learning in language teaching during COVID-19 pandemic

To find out the effectiveness of online learning in language teaching during COVID-19 pandemic, the researcher used an online questionnaire that given to the students, the data from the questioner then analyzed using Statistical Package for the Social Sciences (SPSS) to check the validity of the questionnaire. Based on the result, there are one question appeared to be invalid question with under 0.05 of the

validity. test, Therefore, it was excluded from the data. The findings from the data were divided into six main aspects: attendance, support facilities, the ability to use online learning media, the learning process, time management, and assessment. The detail will be explained in the following finding.

a. Attendance

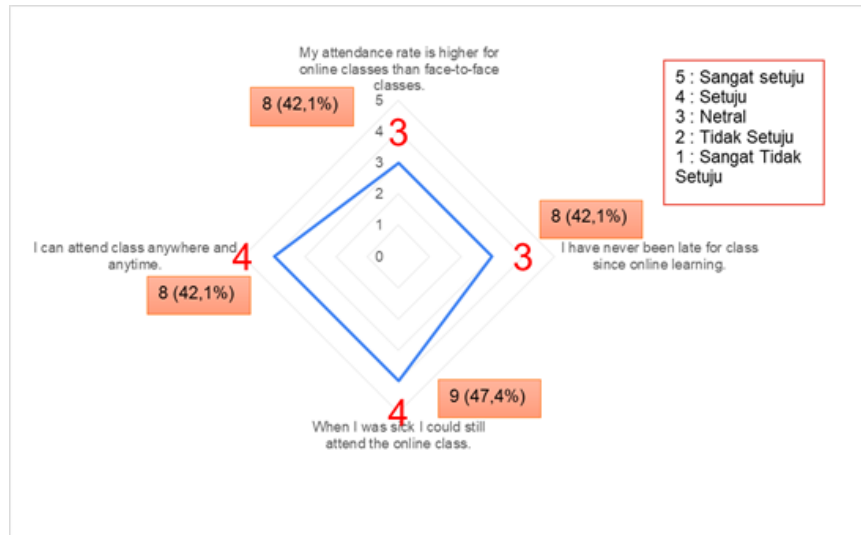


Figure 4.1 The attendance of the students in online learning

Based on figure 4.1, it shows the results of student attendance during online classes. The results of these factors were divided into four aspects. First, 42% of students chose neutral answers regarding their higher attendance levels than face-to-face classes. This means that almost half of the students are confused in responding to the student's attendance level during the lesson. This is also in line with the results of student answers where 42% of students chose neutral on the point of student timeliness during online learning. It means that students are sometimes do not on time in participating in online learning. Furthermore, 42% of students chose to agree that they can attend online learning anytime and anywhere. The percentage of choice of answers was not much different from the answers of 47% of students who agreed that they could still attend online classes even though they were sick. The interview below providing to support the data.

Hmm.. so, some are active, some are not active, some complaint about lack of network, sometimes we can see the message info, students who are completely lacking participation. (ehm.. jadi, ada yang aktif ada yang tidak, ada yang mengeluh kurang jaringan, kadang kan kita bisa liat yah messages info siapa yang sudah baca ehm.. ada yang misalnya kita sudah tentukan waktu belajarnya, ada kendala jaringan e..e.... terus apalagi yah.. tidak semuanya aktif sih meskipun saya juga sudah kasi aturan kalo mau dianggap hadir, harus komen sekurang-kurangnya 5 kalimat tapi hanya bertambah sekitar 75-90% tapi tetap saja ada siswa yang sama sekali kurang partisipasinya.)

(F.A, August 13, 2020)

From the results of the data above, it showed that online classes are very helpful for students in their learning model anytime and anywhere. This also helps students from attending when students were sick or have sudden activity. Student participation in terms of attendance and activity has decreased because students depend on the network.

b. Supporting Facilities

Based on figure 4.2 below, it showed the result of supporting facilities factor. These factors were divided into four points. First, related to the compatible PC/laptop answered by the student, the data showed that 47% of the students agreed. It means that almost half of students have a compatible PC/laptop to attend online learning. This data share the same result (53%) with the ownership of gadget/smartphone for the online class. Moreover, in regard to access of the internet, 32% of students agree that they can access the internet anywhere and anytime, also from the data above, it can be reported that 53% of

students are in doubt when answers whether or not they have obstacle related in accessing the internet for online learning.

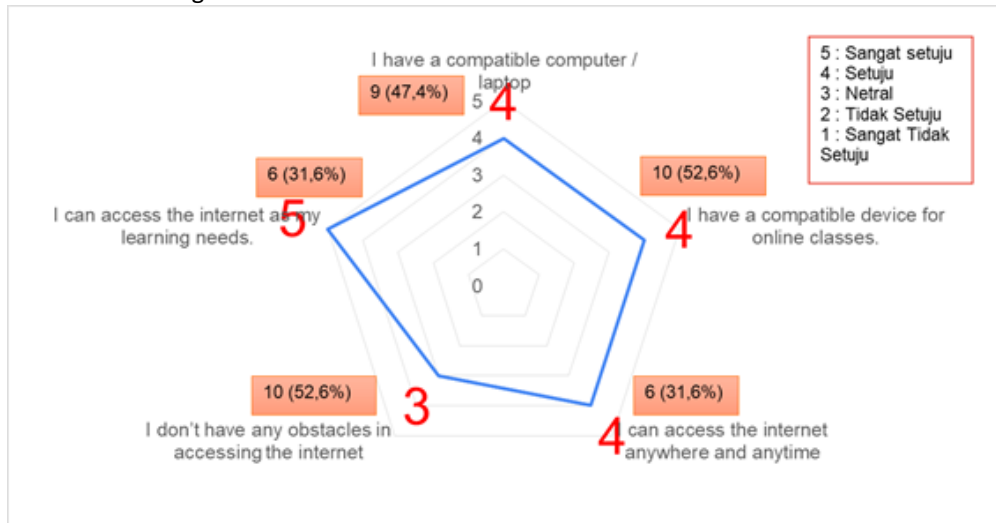


Figure 4.2 The Supporting Facilities of the students in online learning

Lastly, in terms of accessing the internet as a need for learning, 42% of students choose strongly agree. It means almost all the students can access internet for learning. The interview result related to this is presented as follows.

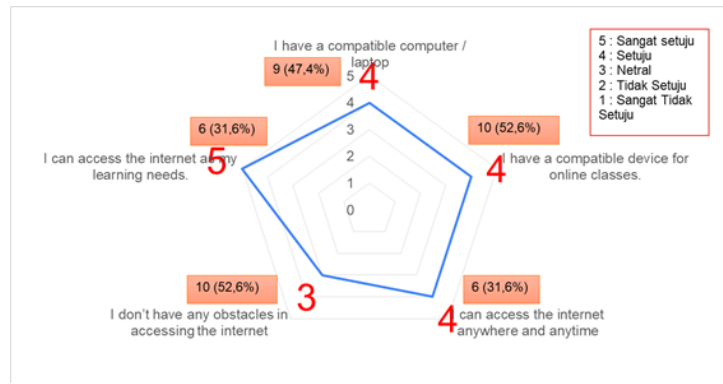
“For me, the main obstacle I faced during the online class was networking. So during this Covid-19 pandemic good area the network is sometimes difficult to connect even though I use a good provider, sis.” (Kalau saya kak kendala utama yang kuhadapi selama kelas online itu jaringan. Jadi selama pandemic covid-19 ini, saya rendah, daerah yang bagus jaringan itupun kadang susah terhubung padahal sudah pakai provider yang bagusmi kak).

(A.H August 23, 2020)

The data above showed that students who have compatible laptops or smartphones can support online learning, unfortunately, some students who live in remote areas still have network problems. This also relates to the results of the student's questionnaire answers above who answered neutrally to the obstacles they face using learning media.

c. The Ability To Use Online Learning Media

Figure 4.3 below shows the results of students' abilities in using online learning media. The results of this factor are divided into four main points. First, 47% of students chose to agree that they could use a variety of online applications. This shows that students' knowledge in using online media is increasing. Another answer is that students choose to be neutral as much as 57.9% regarding their level of understanding in using zoom media. This is also not much different where 42% of students return to neutral in the comfort of using Google Classrooms in learning. This data shows that students feel confused in answering whether they feel better understanding the use of zoom and comfortable using the google class application so far or not. The latest data shows that 42% of students choose to agree that they do not have any obstacle in using online learning media. It means that almost half of students already understand using media in learning. The interview below has provided to support the data



"I am more comfortable using the whatsapp application actually, because I can on the cellphone memory automatically, so there is no trouble opening the web to download." (kalau saya kak lebih nyaman menggunakan aplikasi wa sebenarnya, karena bisaki langsung liatki percakapan-percakapan dan bisa di save juga kalau ada penjelasan dari dosen, kalau dosen mengirim materi ke wa itu langsung tersave di memori hp secara otomatis, jadi tidak susah mi lagi buka web untuk download).

(N.I, August 22, 2020)

The data above shows that during the online learning process, the use of various applications can help students find out more about these applications. In addition, some students who chose to use certain applications such as whatsapp had reasons for being comfortable in the process of downloading material easily.

d. Learning Process

The figure below showed an interesting result related to the online learning process. Specifically this aspect discusses eight main parts. First, most of students (42,1%) agree that their assignment are done effectively since they have more time to finish it. About 52% of students choose to be neutral in respond to the statement about their ability to work together with other students in online learning. It means that half of the students think that they can work with other students both in online or offline learning. Another aspects that the students agree with are the ability to communicate between students and lecturers in online class (47,9%) then the students were motivated to download the material because the lecturer explain clearly (31,6%). The online learning is suitable to be applied in the students area (42,9%).



Figure 4.4 The learning process

The data also followed by the result of the interview below.

First I uploaded the video on YouTube, then I put the link in the LMS, so some is in the form of pdf, articles, sometimes in the form of video but there should be a video on every topic. (Jadi saya upload videonya di youtube toh kemudian link nya itu, line videonya itu saya masukkan di LMS, yah jadi semua LMS, jadi pdf, artikel, ada juga bentuk video tapi setiap topik mestinya ada video, begitu)

(M.A.A, 16 August, 2020)

Based on the result of the interview above, the lecturers provide the material by video explanation or depend on the learner's needs. Sometimes the students need pdf file, or article. Another perception the detail explanation in the interview result below.

For me, face-to-face classes are still better than online classes, because for face-to-face classes, we can directly ask the lecturer if something is not understood, the knowledge is also obtained direct. (Kalau saya kak masih lebih baik kelas tatap muka ang tidak dipahami, ilmunya juga didapat secara langsung).

(A.H, 23 august 2020)

It can be seen from the interview results, the students thought that face to face is still better than an online class because the lecturers only provide the material and assignments so that it is difficult to find the knowledge directly. Similarly, the other interviewer has resulted in the extract below.

For me, fifty-fifty regarding the effectiveness of online classes. Because about the material it is usually not answered because missed the other chats. (Kalau saya kak 50 50 ka soal kelas online. Karena ada efektifnya juga untuk materi itu biasanya tidak dijawab karena terlewatkan sama chat-chat yang lain.)

(N.I, 22nd August, 2020)

Based on the results above, students are confusing whether the online class can be categorized as optimal or not. Moreover, it also can be seen that the material followed by an audio explanation will have an impact on student understanding. Lecturers must combine explanation videos and assignments to make students understand better. Furthermore, based on the above interviews, it can be seen that the effectiveness of online classes depends on how the lecturer provides material and instructions.

e. Time Management



Figure 4.5 The Time Management during Online Learning

The figure above shows the results of time management during COVID-19. The results of this data are divided into four aspects. The first data showed 42% of students agree that they have enough time to prepare and join in online learning. This data was also in line with the results of further data, 42.1% of students agreed that they had sufficient time to do assignments. that is, the time given by the lecturer while working on assignments is efficient. Further 47.4% of students chose to agree when they can arrange schedules with other courses. This indicates that almost half of students can manage time efficiency in online learning. The last data shows that 42% of students choose to agree that they can easily manage their time during online learning.

For me, I prioritize tasks than other activities. Then the lecturer gave me the deadline for 3-4 days, usually until the next meeting. So it's convenient to set the time. (Kalau saya kak ku prioritaskan dulu tugas kuliah dibanding kegiatan lain. Baru itu kak dosen kalua nakasiki tugas batas waktunya itu 3-4 hari, biasa juga sampai pertemuan selanjutnya. Jadi nyaman ji atur waktu ta).

(N.A.P, 22 August, 2020)

From the results above, it can be seen that students prioritize online classes than other activities so that students are able to manage time in doing assignments. Giving a period of time in collecting assignments makes students have sufficient time to do it.

f. Assesment

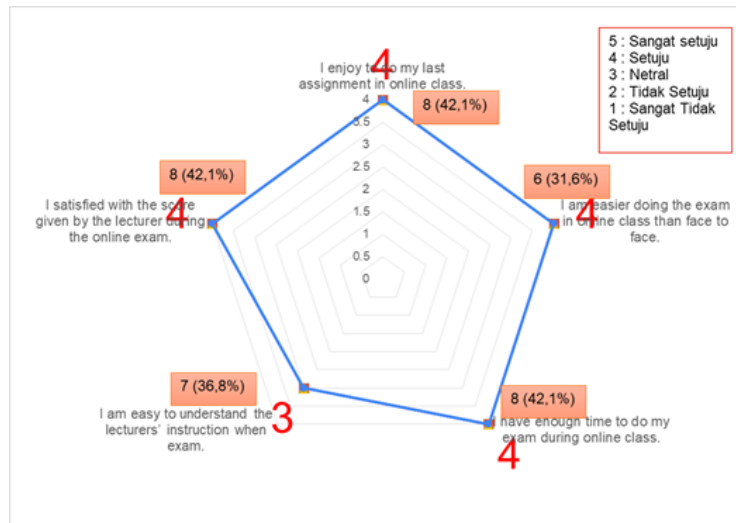


Figure 4.6 The Assessment of online learning

The picture above shows the results of student assessments of online learning. The result of this factor is divided into five. The first data shows that 42% of students agree that they enjoy doing the final project in online learning. Slightly different from the second data, namely only 31.6% of students agreed that it was easier to take exams in online classes than face-to-face. This means that students enjoy taking exams in online classes but only a few students agree that taking exams in online classes is much easier than face-to-face.

Furthermore, 42% of students agreed that they had sufficient time to take exams during online classes. not much different from the next data, 36% of the total students chose to be neutral in understanding lecturer instructions. It means, almost half of the students are confused about whether they understand or not the lecturers' instructions. The latest data, as many as 42% of students agree that they are satisfied with the score given by the lecturer during the online class.

4.2 The students' and lecturers' perception in online learning process during COVID-19 pandemic

To find out the perceptions of students and teachers in the online learning process during the COVID-19 pandemic, researcher used semi-structured interviews with 5 English lecturers and 3 students who had filled out online questionnaires before. The findings from these data are divided into 2 aspects: (1) Students' perceptions and (2) Lecturers perception.

a. Students' Perception

These parts are divided into 3 aspects: (1) Network constrain, (2) Online learning material, and (3) The effectiveness of online learning. The details are presented below.

- Network Constrain

The main problem students and teachers face during the learning process is networking. Eventhough the lecturer has provided good material. The interview results regarding the network constraints are presented below:

The constraints of my friends during online learning were on the network. There are friends also those whose cell phones are not sufficient in downloading the material. (kendala teman-teman saya selama belajar online itu di jaringan berlangsung, dia tiba-tiba meninggalkan kelas. ada juga yang hapenya tidak memadai dalam download materi).

(Student 1, 22nd August, 2020)

From the interview result above, it can be seen that the student is not sure whether the online is effective or not. The student also said that in her area is supported by network. Another perception is the detailed explain below

Network problem. It really network is not supported. Sometimes also in the middle of learning process, my friend suddenly leave the class. (Masalah jaringan kak. ditengah perkuliahan dia tiba-tiba keluar karena jaringannya bermasalah)

(Student 3, August 22nd , 2020)

From the result of interview above, it can be seen that students find it the difficult to attend the online learning when the network is not supported. The student also said that her friend is sometimes leave the class suddenly.

- Online Learning Material

This part explains about the learning material during online learning. The material sometimes provide by the audio file, video, or pdf. To support the data, interview result has been provided below.

Usually, the lecturers provide information via WhatsApp that the material is available through the LMS. After that, the lecturer explains again if there is someone who did not understand about the material (Biasanya kak, dosen memberikan materi melalui LMS kemudian instruksi melalui whatsapp, setelah itu dosen menjelaskan kembali kalau ada yang tidak dimengerti oleh teman-teman saya).

(Student 1, August 22nd, 2020)

Based on the results of the interview above, it can be seen that providing material to students through the LMS then the lecturer provides further explanation in the whatsapp group as a class discussion. Besides that, other perceptions are also presented below.

As for the material, usually, the lecturer provides a ppt audio file or a youtube the material. That comment is usually considered absent if a student is present in class.(Kalau materi kak, biasanya dosen memberikan audio file ppt atau link Komentar itu biasanya dianggap sebagai absen kalau mahasiswa hadir dikelas kak.)

(Student 3, August 23th, 2020)

From the results of the interview above, it can be seen that the lecturer uses a variety of applications during the online learning process. In addition, the lecturer also provides rules for students to comment on the discussion.

- The Effectiveness of Online Learning

The effectiveness of online learning depends on how well online classes can run. In addition, support for supporting facilities such as networks, laptops/gadgets can be a determining aspect of the effectiveness of learning. Below are the results of the interview to support the following data

I think it still needs to be improved because most of the lecturers only find it difficult to understand the lecturers' explanation because the knowledge is not obtained directly. (saya pikir, masih perlu ditingkatkan karena kebanyakan dosen memahami penjelasan guru karena ilmunya tidak didapat secara langsung.)

(Student 2, 23rd August, 2020)

The second student shows that online learning should be more improved especially in preparing the material. In the learning process, the lecturers give assignments to the students without a clear explanation so that it makes students difficult to understand well. Interestingly, the researcher found another answer below

This online class is effective because it makes it easier for students to learn. So if there is a material that is not understood, it can be directly asked in the lecturer by personal chat. (Kelas online ini efektif karena memudahkan siswa dalam belajar. jadi jika ada materi yang kurang dipahami bisa langsung ditanyakan kepada dosen melalui personal chat).

(Student 3, 22nd August, 2020)

From the results of the interview above, students who said online classes were effective because they had good networks to access the internet, even though they lived in far areas from campus. Students also said that the online class was effective because the explanation of the material given by the lecturer was

clear enough so that if there were questions, students were allowed to chat directly with the lecturer. In contrast with students who live in rural areas, who have to go to certain places in order to get good network access so that it is difficult to join the class in full when the learning process.

b. The Lecturer Perception

Lecturers' perceptions of online classes have different opinions. In addition, the lecturers' lack of readiness makes them ready or not ready to provide material according to student needs. Below is explained in detail.

- Network Constrain

Network problems are not only faced by students but also experience the same thing. In the network problem, students who have difficulty joining during the learning process make the lecturer confused about how to solve network problems faced by students who live in remote areas. This problem has an impact on the attendance of students. The details will be explained below.

The main obstacle, of course, is commonly felt by all lecturers. The first is the sometimes constrained there even though those who dominate the network problems it is the student. (Kendala yang utama yah pastinya ini umum dirasakan oleh terkendala disitu walaupun yang mendominasi masalah jaringan itu adalah mahasiswanya)

(S.J, August 13th, 2020)

From the results of the interview above, it can be seen that some lecturers mostly use the WhatsApp application as a learning medium, especially classroom instruction and coordination between fellow students. In addition, the lecturers' lack of understanding in using online learning media such as LMS.

The first problem is that the signal is bad so the students are less active in why they complained about quotas, so finally we moved to whatsapp application.(kendalanya yang pertama adalah sinyal yang jelek mereka mengeluh kuota, jadi akhirnya kita pindah ke whatsapp aplikasi).

(F.A, August 13th, 2020)

Students do not live in Makassar, they usually return to their hometowns, students are not well controlled. (Siswa tidak menetap di makassar, jaringan mereka, itulah mengapa siswa tidak terkontrol dengan baik).

(M.A.A, 16th August, 2020)

From the results of the interview above, it can be showed that students who are constrained by being networked are because they live in remote areas so that they have difficulty accessing the internet. Sometimes they have to go to a certain place in order to join in during the learning process. In addition, network access in some areas is only available at certain providers such as Telkomsel.

- Lack of Training for lecturers in preparing creative material

The next problem is the lack of readiness of lecturers in facing online classes so that it has an impact on the presentation of the material. The less preparation of the lecturers affect to the effectiveness of online learning. This is supported by the results of the interview below

It should be that the admin campus conducts training for all students and support from the campus. The lack of training and networking. (seharusnya pihak staff yang admin mengadakan untuk pelatihan dari pihak kampus. Kurang pelatihan dan jaringan).

(M.A.A, 16th August, 2020)

Lecturers can be given training to make a short video in preparing the sharing with experts. Students also, prioritizing empathy than egoism. (Dosen-dosen bisa diberi pelatihan untuk membuat video singkat dalam mempersiapkan sharing sama pakar-pakar. Mahasiswa pun begitu. Lebih mengedapankan empati dibanding egoisme).

(A.M, 18th August, 2020)

In terms of the system, it is good, but the lecturers need to learn more in online teaching strategies, take part in trainings and help each other. (Kalau dari segi sistemnya itu sudah bagus, tapi dosennya itu perlu lebih online yang efektif, mengikuti pelatihan-pelatihan dan saling membantu).

(S.M, 22nd august, 2020)

From the results of the interview above, it can be seen that the teacher's lack of readiness in preparing the material has an impact on the effectiveness of online learning. Lecturers also hope that the campus can accommodate training on how to prepare interesting material for lecturers who have no experience using online classes.

- Classroom Rules

Each online class has different rules so that the class can run well and optimally. Before starting the class, lecturers and students must agree on class rules. Below are the results of the interviews that support this data.

To prevent students from being late in my class, I made a rule that students must join Usually I teach at 7.30, so students have to join class at 7.15 to be absent. (untuk mencegah siswa terlambat dikelas saya, saya membuat peraturan siswa sudah harus join jam 7.30, jadi mahasiswa sudah harus bergabung dikelas jam 7.15 untuk absen).

(S.J, August 13th, 2020)

The result of interview above, it shows that lecturer make a rule that students have to on time joining the online learning. The lecturer thinks that it also can make students to be more responsible. Other rules also explained the detail in below.

The rules are in the learning process, like I give them materials and after 5 meaningful comments about the material they read. If you want to be considered present, you must comment. (Peraturannya itu di proses pembelajaran, like I give them materials dan setelah 5 meaningful komen tentang materi yang mereka baca. kalo mau dianggap hadir, harus komen).

(F.A, August 13, 2020)

The transcript of the interview above shows that the lecturer makes a rule that students should comment five meaningful in every discussion if they want to be considered absent. It also the lecturers think that this way can enhance students' vocabulary in writing. Unfortunately, the lecturer still found several students who wrote an emoticon as a comment. In line with the last perception below was explained

For me, student participation depends on the one who gave the rules from the start. akidah akhlak class, I have a rule to make a resume for each meeting to get a plus score. (kalau saya, partisipasi siswa itu tergantung dari yang kasi aturan dari awal. akidah akhlak, itu saya punya peraturan membuat resume untuk setiap pertemuan untuk dapat skor plus.)

(A.M, 18th August, 2020)

From the results of the interview above, it shows that students actively giving comments during the learning process, and responding to every class discussion. Student activeness also depends on how the lecturer builds communication between students.

As a summary from all the perception above, it shows that this way is efficient to make students more responsible and active in the online learning. The lecturers consider in every rules such as being on time, and being more active.

- The effectiveness of online learning

The effectiveness of online learning is one of the important things in assessing whether the online class is optimal or not. Besides that, this will also be an additional insight which one should be improved in the future. The detail explanation provided as the interview result below.

In my opinion not yet, there are still many lecturers who have not used LMS. they are used to making interesting content like that. But for lecturers who have just tried the full online class, it still needs to be improved. (menurut saya belum yah, masih banyak dosen itu belum menggunakan LMS mereka terbiasa dalam membuat konten-konten menarik begitu. Tapi untuk dosen-dosen yang baru mencoba kelas online full itu masih perlu ditingkatkan)

(S.M, 22nd august, 2020)

From the results of the interview above, it can be seen that some of the lecturers mostly use the WhatsApp application as a learning medium, especially classroom instruction and coordination to students. In addition, the lecturers' lack of understanding in using online learning media such as LMS. Another perception also explain below

In terms of the system, it is good, but students are the ones who have problems on the internet, and again the students have no training in using LMS, they are lacking training. (kalau dari segi sistem itu sudah bagusmi dek, tetapi siswa memang yang terkendala di internet de, dan lagi lagi siswa itu tidak ada pelatihannya de untuk menggunakan LMS, kurang pelatihan).

(M.A.A, 16th August,2020)

5. Discussion

This study aims to explore, find, and determine the effectiveness of online learning during the Covid-19 pandemic. In terms of the efficiency of the learning process, lecturers use a variety of applications according to student convenience.

5.1. The effectiveness of online learning

Based on the results of online questionnaires answered by students, researchers can conclude that the quality of online classes depends on the network, presenting creative and clear material, as well as activeness between students and lecturers in the learning process. Most students thought that face-to-face classes were better than online classes because of the difficulty of networking and the limited time spent during online classes.

The explanation of the material combined with the audio has helped students understand the material. This is also in line with the results of Girik (2020) which states that the material and assignments must be preceded by an explanation. Before this pandemic, the material given to students was directly followed by a question and answer or discussion, therefore the need for an explanation in providing the material.

In contrast in Means finding (2013) who concluded that online learning is equivalent to setting face-to-face in its effectiveness, and a more effective mixed approach is offered entirely in face-to-face mode. Moreover, in an online learning process, the lecturers give the rule to the students that they have to join on time, giving comment, respond, and suggestions in every discussion class. This rule also in line with Nandi finding (2013) that there may be no way to come across the student's participation except they pick to talk their confusion. In another hand, several students still have less motivation joining the online learning. One of the factors they less motivation is supporting facilities. In Thomas (2017) found that if the students are given full access to online classes according to their needs, they would be motivated.

Unfortunately, network problem in several areas cannot support the facilities. Lastly, the students also satisfied with the score than given by the lecturers in every final exam. the student's participation also affects the assessment process. In addition, student satisfaction depends on levels of social presence. based on the McCrory (2010) finding that social presence is one of the important factors in students learning and satisfaction.

5.2. Students and lecturers' perception in online learning

This research not only discusses the effectiveness of online learning but also discusses the expectations of students and lecturers regarding online classes in the future. Lecturers and students hope to work together in all conditions, understand each other, more prioritize empathy rather than egoism. The use of online classes at the Parahikma Institute still needs to be improved in terms of material presentation prepared by lecturers. Furthermore, also supporting environmental aspects such as the availability of a good network will have an impact on student satisfaction in taking online classes.

This study is in line with the findings of Liaw (2007) and Kenneth (2015) that environmental characteristics will influence perceived satisfaction and perceived usefulness and the effectiveness of e-learning. There were relationships between human interaction and student satisfaction with online courses.

In contrast to Bhagat findings (2019) conclude that Students in online courses should feel free to ask questions and answer other participants' questions. When they do, they become more engaged and interactive in online courses.

In fact, the lecturer should be more interactive in building communication between students in an online course. Moreover, the agreement of students and lecturers rule can make online learning more efficient. It also in line with Chew (2011) finding that the lecturer acts as an external consultant in the group. So that it is important to do the rule agreement before starting the class. Lastly, the students' and lecturers'

perception in online learning has different opinions. The lecturers hope creativity should be improved to increase student satisfaction. Furthermore, providing the training to use online media it is better for students also so that they can more understand and they can share to other.

6. Closing

6.1. Conclusion

Based on the findings and discussion in the previous chapter, the researchers concluded as follows:

This study has three main aspects: network problems, lack of lecturer training in preparing materials, and the need to make agreement rules before starting online classes. Researchers focus on the effectiveness of online classes during the learning process.

Regarding the effectiveness of online learning, this study reveals that this study not only reports that online learning is in the midst of the COVID-19 pandemic but also looks at the availability of network access to students, material readiness, and the implementation of online learning. Seeing the condition of students in terms of quota issues, it is hoped that the campus can provide subsidies for underprivileged students in the implementation of online classes and accommodate lecturers in preparing creative and innovative material.

Based on the perceptions of students in this study regarding online learning in the midst of the COVID-19 pandemic, lecturers should look at the condition of students in terms of financial ability, availability of internet access for students, and the selection of efficient online learning applications so that the application of the online learning system at Parahikma Institute of Indonesia can run optimally.

6.2. Suggestion

Based on the results of the analysis and data conclusions, the researcher provides several suggestions:

- Students are suggested to be more aware of the importance of online learning as a way of learning during the COVID-19 pandemic.
- Lecturers must be more active during the online learning process and motivate students to be more interested in joining the class.
- Lecturers must be ready to prepare creative materials with all conditions in the future preparing materials for online classes, face to face, and blended learning.

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