

VOICES OF STUDENTS TOWARD ONLINE LEARNING AT THE MIDST OF THE COVID-19 PANDEMIC

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Abstract: *The aim of this study is to investigate the process of online learning in this pandemic as well as effective and optimal for students' online learning. The coronavirus disease (COVID-19) pandemic forced many universities to apply online learning. The design of this research is descriptive qualitative research. The data has collected by using observation, questionnaires, interviews, and documentation. Hopefully, this study found which one is the most interesting online learning way by the lecturers to teach especially at the third semester students of Maritime Department, Politeknik Negeri Bengkalis. There are WhatsApp Group, Zoom, Google Meet and Google Classroom that the lecturers always use at this department. The students tended to choose Google Classroom as the resul of online learning. The study suggested for students in online learning and the development of other media to implement effective online lectures that other researchers expose the solution to get more experience.*

Keywords: *Students, Responses, Learning, Pandemic*

INTRODUCTION

Around March 2020, Indonesia was hit by the COVID-19 epidemic. The Pandemic, as we all know, has a lengthy history, yet many medical texts have yet to define the term. There have been a number of major pandemics throughout human history, and pandemic-related crises have had devastating effects on global health, economics, and even national security.

This pandemic will examine the literature on the idea and history of pandemics, presenting a synopsis of essential aspects and a discussion of the negative effects of pandemics and disease outbreaks on health, the economy, social security, and global security. (Qiu. W, 2017)

Infectious illness outbreaks, for example, can easily cross borders, posing a threat to economic and

regional stability, as the HIV, H1N1, H5N1, and SARS epidemics and pandemics have proved (Verikios, Sullivan, Stojanovski, Giesecke, & Woo, 2015). Pandemics entail a variety of detrimental social, economic, and political implications in addition to the debilitating, and often fatal, consequences for individuals immediately impacted (Davies, 2013a). “The impact of pandemic influenza, i.e. H1N1, in 2009 was not only on mortality, but also on health-care systems, animal health, agriculture, education, transportation, tourism, and the financial sector,” according to another example. In a nutshell, a pandemic outbreak poses a threat to all elements of life. (Drake, Chalabi, & Coker, 2012). The two pandemics, SARS in 2003 and Ebola in 2013 and 2015, respectively, damaged China's and West Africa's economies and social order, as well as causing death and illness. Ebola and other pandemics have lowered the quality of life for families and communities, and Ebola has disrupted essential services like education, transportation, and tourism, as well as weakened West African economies and isolated populations, all of which have had

ramifications beyond Africa due to the global effort to contain the outbreak as Wang, et al, quoted (2020)

The World Health Organization (WHO) recognized the 2019 novel coronavirus (2019-nCoV) epidemic as a Public Health Emergency of International Concern on January 30, 2020, based on the WHO's conclusion, as stated in Khatri et al. (2020), that the cases have expanded beyond Wuhan city (PHEIC). So far, this outbreak has resulted in roughly 64,000 COVID-19 cases in China, with the number continuing to rise. The global spread of coronavirus illness (COVID-19) has impacted many aspects of society, including the Indonesian population and academic community. (Navarro & Wannos 2016)

Hoofman and Secord (2021) stated the COVID-19 pandemic has affected and will continue to affect the delivery of knowledge and skills at all levels of education. Although many children and adult learners will likely compensate for this interruption of traditional educational services and adapt to new modalities, some will struggle. The widening of the gap for those whose families cannot absorb the teaching and supervision of education

required for in-home education because they lack the time and skills necessary are not addressed currently. The gap for those already at a disadvantage because of socioeconomic class, language, and special needs are most severely affected by the COVID-19 pandemic school closures and will have the hardest time compensating. As pediatricians, it is critical that we continue to check in with our young patients about how they are coping and what assistance we can guide them toward in our communities.

UNESCO (2020) described that in the COVID-19 pandemic, substantial learning outcomes will require effort. In order to prevent the COVID-19 from spreading further, all citizens must take precautions. In response to the situation, the government issued directives through university authorities, instructing the transmission of lectures over the internet network. It was envisioned as a way to break the COVID-19 pandemic chain, as part of UNESCO's efforts to assist countries in mitigating the immediate impact of school closures, particularly for more vulnerable and disadvantaged communities, and

facilitating the continuation of education for all through remote learning.

In Henny Yulia (2020) journal explained As Indonesia's Ministry of Education, Nadiem Makarim, issued Decree No. 4 for the year 2020, which outlines how to implement education regulations in the event of a corona virus pandemic. He stated that there are four main points in the policies. To begin, study at home using daring or remote learning to provide a learning experience without feeling obligated to complete the curriculum in order to advance in grade or graduate. Second, distant learning can be used to teach life skills, such as how to use a computer. Finally, students' activities and tasks could be adjusted based on their interests and circumstances, such as learning gaps and home resources. The final proof or product activity should receive qualitative and relevant comments from the teachers rather than a score or quantitative grade.

In truth, both the face-to-face and online programs offer advantages and disadvantages. Online learning, according to Jacobs (2013), is just as successful as traditional classroom learning. The quality of online training

determines how much or how well a learner learns. Students will learn more in a well-planned and well-implemented course than in a poorly designed course. According to a survey conducted by Learning House, Inc (2018), 85 percent of students who participate in face-to-face and online learning have similar or superior learning experiences for both face-to-face and online programs. It was rated as a superior experience by 37% of respondents.

The study of e-learning, according to Wildana Wargadinata, et al (2020), tends to discuss learning models from three angles. First, research looking into the topic of online learning as a new form of learning media encourage the use of more effective learning methods. Second, research into online learning to make it easier for students to obtain learning materials. Third, research that focus on the fact that online learning is a supplement that combines some of the best characteristics of traditional (face-to-face) learning with online information and communication technology-based learning.

In Maritime Department,
Politeknik Negeri Bengkalis,

especially for third semester, they faced serious problem in practical subject, it caused the materials become not be effective to learn in online. Students give many responses in facing this problem. Some of them are online learning still unusual method for them, not all students do understand the concept and the way in online learning, the connection of online learning because not all students are from rural area, and also students are from various economy background.

REVIEW of LITERATURE

Pusvyta Sari (2015) stated that online learning is an alternative that can be applied in the era of technology and communication that is overgrowing now. Furthermore, the COVID-19 pandemic highlights the need to use online models and applications to achieve the learning goals (Schneider & Council, 2020; Verawardina et al., 2020). As a result, innovation in learning is necessary to maintain the development of world education (Verawardina et al., 2020). In line with Wahyudin & Susilana (2011), innovation in learning by online platforms is interpreted as an update or change caused by, among

others, efforts to solve the problems faced by a person or group and to solve problems that arise and improve a particular situation or a specific process that occurs in the society.

According to Sintema (2020) the possible learning model, along with the state of the pandemic COVID19, is learning through the network systems, such as e-learning prepared by universities via campus' websites or using online applications. J. Saekhow (2015) said that It is an integrated instructional learning design based on a constructivist approach, which is carried out by utilizing online social networks, such as blogs, wikis, photo sharing, video sharing, instant messaging, and social networking sites accessible by students or teachers. Suyanto (2005) added that e-learning is primarily aimed to foster students to be independent at certain times and take responsibility for their learning. Besides, e-learning will allow students to play more active role in their learning because it focuses on personalization, which includes the ability to adapt to the level of learners' skills and collecting knowledge resources as mutual support stated by Suteja, et al. Also, students' adaptive

attitude will provide space and flexibility in regulating themselves, which might lead to success and achievement in learning (Susanto, 2006). Online learning media is likely to realize more satisfying services to students (Putranti, 2013). Lister (2014) shared similar thoughts that online learning involves choosing components that help improve student learning and allow students to engage with the content. The research shows that there are four primary considerations in designing online learning; 1) structural of learning, 2) presentation of content, 3) collaboration and interaction, 4) timely feedback.

The online learning is an alternative learning which is continuously carried out to anticipate the COVID-19 pandemic. It appears as an answer to situations and conditions that disallow the learning process to run in a regular business.

Online learning is a kind of learning method that is conducted using the internet so teachers and students do not need to face-to-face in the learning process (Bramianto Setiawan in Stoetzel and Shedrow 2020). This statement was taken as a

step on a joint commitment that the lecture process that runs within one semester should not be disordered or even stopped due to the COVID-19. The learning process in the even semester of the academic year 2019-2020 must continue to run with an approach in line with the health protocol policy. The effectiveness of this social distancing policy will be realized if the lecture process is carried out with a distance lecture system and, of course, using online platforms. Online learning is the only way that can be taken to support the success of social distancing and as a significant effort towards the success of the teaching and learning process at Maritime Department, Politeknik Negeri Bengkalis in the global COVID-19 pandemic.

The campus of Maritime Department, Politeknik Negeri Bengkalis, offers a variety of online learning models. Although the campus has made an e-Learning application available to all professors and students via the e-learning Polbeng website, there are a variety of models and apps utilized in online learning in practice. Some professors are hesitant to use e-learning. The use of various

applications, such as WhatsApp Group (WA Group), eLearning, Zoom Cloud Application, Google Classroom, Google Meeting, YouTube Live Streaming, Facebook Live Streaming, and Instagram, is more than using an e-learning website, according to data from the Maritime Department, Politeknik Negeri Bengkalis..

All of these online learning media and applications are technologies that support teaching and learning through computers and web technology.

Online learning has evolved over time to include not only the display and distribution of material via the Internet, but also students who use the Internet to access learning resources, engage with content, instructors, and other students (K.Jones, 2020). Furthermore, it entails a learning process that requires support in order for pupils to gain and build information, as well as grow from learning experiences (Anderson, 2008). In other words, online learning may be defined as a method of learning and teaching that makes use of the internet and communication technologies to facilitate the acquisition and

application of knowledge in the context of education (F.Dag, 2009).

The online learning process that is happen at Maritime Department, Politeknik Negeri Bengkalis, is expected to be able to present learning as in the classroom, but through a network system (online). W. Wargarinta (2020) in Irawan et al. (2015) emphasized that online learning can be used as developed and set to shift conventional learning (face to face). In the industrial revolution 4.0 era, where Internet of Things plays a vital role in all aspects, the world of education today must begin to follow these developments, which offer many benefits, including its distance and time constraints free (F. Dag, 2009). Especially in the current pandemic, a meeting between lecturers and students is not possible. So online learning can be a breakthrough and a very appropriate policy to run at this time. Both lecturers and students may flexibly customize the scheduled-lecture time and share agreements on some technical matters.

METHODOLOGY OF STUDY

This paper is a qualitative descriptive study. The data used was obtained through observation,

questionnaires distributed via Google forms, online interviews through phone. Observations were made on the policy of lecturing activities that switched to online learning systems; questionnaires were distributed to determine students' responses to learning systems that run online the impact of the spread of COVID-19, interviews were conducted with informants selected based on constructive responses and opinions related to online learning systems. The data obtained through questionnaires is done by distributing questionnaires in the Google form application and distributed through social media networks that contain questions that include the online learning conditions, media, applications used in online learning, and its effectiveness. The questionnaire was distributed to students at the third semester maritime departments. From the distribution of questionnaires that came in, there were 44 respondents. The interviews were conducted to find out more in-depth information related to the ongoing online learning process. Informants were interviewed as many as 6 people. The questions consist of the issues surrounding the online and model

during the COVID-19 pandemic. The data were analyzed through the processes of 1) data regrouping by their respective themes, 2) description carried out to find patterns and data trends, and 3) interpretations aimed at understanding the meaning of the informants' statements. In the final stage, data verification is carried out to give a deep and comprehensive understanding of the data about students' response in online learning.

RESULT AND DISCUSSION

Factors Influence Online Learning in Pandemic COVID-19

There are many factors which influence concerning online learning. In addition, campus sterilization forces lecturers and students, like it or not, and they must do online lectures. Along with the online learning decision, the university community also tried to prepare the availability of Wi-Fi signals and internet data quota packages. Becoming indispensable in implementing online learning is preparing online tools and applications that can be easily accessed by lecturers and students. As example, when the assessor issued a sterile campus circular, all students returned to their homes and regions. Besides, several

respondents stated that the constraints in implementing online learning were the availability of wifi and data pulse quota packages for each student who was economically and financially limited or those in geographical locations with weak internet signals. The limitations of wifi and pulse data are other factors that must be considered in implementing online learning. Fortunately, the education ministry has transferred amount of pulse for each students at campus. It will help students to learn online at home satisfied.

Responses of students in Online Learning

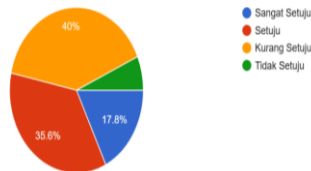
There are ten questions about students' response in online learning at the third semester of Maritime Department, Politeknik Negeri Bengkalis.

Table 2.1 Questionnaire

NO	QUESTIONS
1	Do you agree with online learning system?
2	Are you satisfied with online learning system in this pandemic era?
3	Do you agree if online learning system gives a balance contribution in learning process?
4	Based on some applications in online learning system, which one is the most used by the lecturers?
5	Which applications give good contributions for students?
6	Which applications are seldom used by the lecturers?
7	Which applications do spend much your packet data?
8	In online learning, where did you get the connection for your internet?
9	According to you, which applications are easy for students in accepting materials?
10	Which application should be maintained in the future?

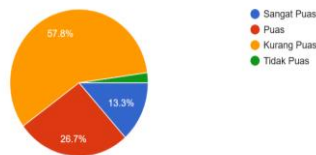
Based on the questionnaire, we got the result:

1. Do you agree with online learning system?



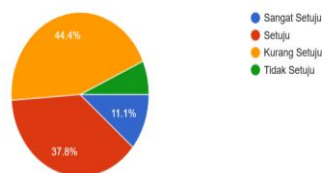
It shows 40% rarely agree with only learning, 35% agree, 17.8% very agree, and 12.2% disagree.

2. Are you satisfied with online learning system in this pandemic era?



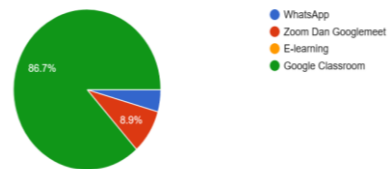
It shows 57,8% students feel rarely satisfied through online learning, 28.7% are satisfied, 13,3% feel rarely satisfied and 0,2% are unsatisfied.

3. Do you agree if online learning system gives a balance contribution in learning process?



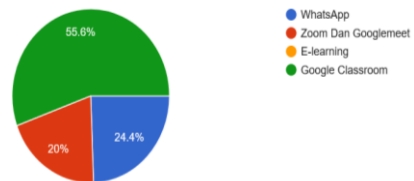
It shows 44,4% students feel rarely agree through online learning, 37.6% agree, 11,1% very agree and 6.9% are unsatisfied.

4. Based on some applications in online learning system, which one is the most used by the lecturers?



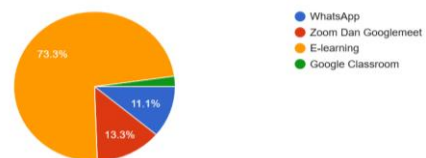
It shows 86,7% using Google Classroom, 8.9% using Zoom and Google Meet, 5.4% using Whatsapp.

5. Which applications give good contributions for students?



It shows 55,6% Google Classroom gives contribution for students, 20% Zoom and Google Meet gives contribution for students, 24.4% Whatsapp gives contribution for students.

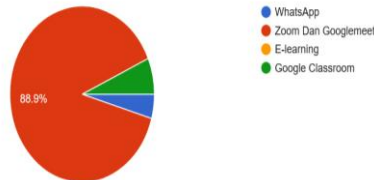
6. Which applications are seldom used by the lecturers?



It shows 73,3% e-learning is seldom used by lecturers, 13.3% Zoom and Google Meet are seldom used by lecturers, 11.1% WhatsApp is

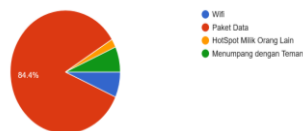
seldom used by lecturers, 2.3%
Google Classroom is seldom used by lecturers.

7. Which applications do spend much your packet data?



It shows 88.9 % Zoom and Google Meet spend much packet data.

8. In online learning, where did you get the connection for your internet?



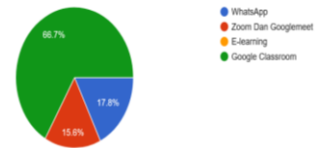
It shows 84.4% students use their own packet data.

9. According to you, which applications are easy for students in accepting materials?



It shows 57,8% students feel Google Classroom is easy in learning process, 31.1% students feel Whatsapp is easy in learning process, and 11.1% students feel Zoom and Googlemeet are easy in learning process.

10. Which application should be maintained in the future?



It shows 66.7% Google Classroom should be maintained in the future, 17.8% WhatsApp should be maintained in the future, and 15.5% Zoom and Google Meet should be maintained in the future.

CONCLUSION

This study was conducted during the early stages of the COVID-19 outbreak. The next phase progressed at a breakneck pace. Other researchers should resolve to gain more experience by students when learning online during the COVID19 emergency reaction time, and develop the use of other media in the implementation of better and more successful online lectures, according to the study.

Maritime Department, Politeknik Negeri Bengkalis employed a variety of apps to undertake online learning during the COVID-19 pandemic, which lasted from mid-March until the end of 2020. In the current environment, online learning via Google Classroom is always employed for learning. That is because Google Classroom need less Quota

Packet in order to use it, students have quick access to it, and they are familiar with social media, which is utilized by all instructors and students in addition to WhatsApp. Students respond to Zoom and Googlemeet when they have a large quota package.

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