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STUDENT'S PERCEPTION OF THE EFFECTIVENESS OF ONLINE LEARNING IMPLEMENTATION

[1]Masfufah, [2]Eli Masnawati, [3]Rahayu Mardikaningsih, [4]Nugrahini Susantinah Wisnujati, [5]Mila Hariani, [6]Yulius Kurniawan
[2]STKIP PGRI Bangkalan, [1,3]Universitas Sunan Giri Surabaya, [4]Universitas Wijaya Kusuma, [5]Universitas Mayjen Sungkono Mojokerto, [6]Universitas Widya Kartika Surabaya

correspondence: rahayumardikaningsih@gmail.com

Abstract - *The COVID-19 pandemic has had a major impact on education in the world. In Indonesia, most universities implement a policy of teaching and learning activities remotely or online lectures to reduce the spread of COVID-19 which is increasingly spreading in the community. However, this change in learning model also brings a slightly different learning impact compared to the usual learning process. The online learning process also found several new problems faced by students. This study intends to explore the effectiveness of online learning in the learning process in the Civil Engineering Study Program, Sunan Giri University, Surabaya. This is to find out how far the learning process is going in terms of preparation, process and evaluation of learning carried out during the online Covid 19 period. Based on the results of research through a questionnaire given to students using google form, online learning is less effective in increasing the enthusiasm and learning outcomes of civil engineering students. Not all courses can be taught in full online, this is found in courses that are practical courses where students understand the learning process much better by learning face-to-face. The majority of students experience problems during the online lecture process which causes students to not be able to absorb and understand the lecture material. Students want lectures to be held offline or face to face if the COVID-19 pandemic condition can be controlled.*

Keywords: online learning, online media, learning methods, learning effectiveness, internet, change, constraints.

INTRODUCTION

Education is a measure of the glory of a nation which has an important element, namely learning. With education, a person can actively develop positively in academic and non-academic abilities. Education itself has several levels and the highest is higher education. Higher education or commonly referred to as higher education is a further education that aims to prepare students to become members of the community who play an active role in solving problems faced in society with the knowledge that has been learned in college (Hutomo et al., 2012; Gunawan et al., 2016). The existence of the industrial revolution 4.0 has an influence on various fields, one of which is the field of education which requires finding solutions so that learning is not outdated, which means from face-to-face conventional learning to online learning (Darmawan et al., 2021).

The Covid19 pandemic is a big challenge for all aspects of life (Issalillah, 2021; Mendrika et al., 2021). This also applies to the education system (Munir et al., 2021). Educational institutions must carry out distance learning procedures to their students so that there is no face to face in teaching and learning activities (Putra et al., 2022). The distance learning model or online is a learning model that only uses a computer or device connected to the internet that allows someone to take part in learning without having to meet face to face. This learning model uses online learning media for the online learning process.

Online learning is done by involving the use of the internet network. One of the advantages of this form of learning is that students will have the flexibility during the learning process about being anywhere and not having the determination to gather in one place. With online learning, educators and students do not need to meet face to face. Classes will continue to be carried out using online learning media. Online learning is also carried out in universities, by evaluating the preparation of media, materials, and student responses to online learning. Many students have different learning motivations related to online learning.

Most educational institutions including universities set online teaching and learning policies. The impact makes educators have to improve digital literacy to convey information or materials to students online. In online lectures, each lecturer has a different approach to carrying out lectures, some conduct live lectures through virtual meetings, some lecturers record lectures and upload them in an online room that students can use in their spare time (Drumm & Jong, 2020). The lecturer's efforts are so that education continues and students can continue to learn even though independently (Wahyudi et al., 2018). Independent learning that provides flexibility for students to study anytime and anywhere with teaching materials provided by lecturers (Karina et al., 2018).

Several universities provide applications that were developed to make it easier for lecturers to teach and provide access for students to study lecture material (Lee et al., 2021). Lecturers can also use other online learning

services such as YouTube, zoom, google meet, google classroom, or other applications. The application of online learning provides a new experience for educators by providing flexibility and convenience in learning without having to go to campus. There are many innovations related to applications that can be used by lecturers to give lectures to students.

The selection of internet-based technology learning media in online learning must be seriously considered because if it is not appropriate it can have a negative impact on the benefits of learning (Bhasin et al., 2021). Where an educator must be able to understand the principles and factors that can affect the effectiveness of digital technology in the learning process (Yu & Jee, 2021). In addition, online learning is also inseparable from the shortcomings and advantages that must be managed by the lecturers properly so that the objectives of the learning process can be achieved (Darmawan & Djaelani, 2022).

The success of a model or learning media depends on the characteristics of students. As revealed by Nakayama (2007) that all the literature on e-learning indicates that not all students will be successful in online learning. This is due to the factors of the learning environment and the characteristics of students.

The purpose of this study was to obtain information about the effectiveness of learning media in the online learning process during the Covid-19 pandemic for civil engineering students. Is the use of learning media effective and optimal in the learning process.

RESEARCH METHODS

The method in this study uses a descriptive research method using a survey approach. There are 30 students of civil engineering class 2019, 2020, and 2021 at Sunan Giri University Surabaya who are used as research samples. The object of this research is student learning outcomes after using online lectures by counting the number of respondents' answers to each question given. Questions given to respondents via google form were then shared via WhatsApp groups and filled in by students, then the answers were calculated by the researcher.

Students provide an assessment of the circumstances and feelings they actually experience and feel. Student identity (including email) is kept confidential to maintain the confidentiality and objectivity of student assessments. The data obtained were then analyzed using quantitative descriptive analysis.

RESULTS AND DISCUSSIONS

The COVID-19 pandemic forced UNSURI students to carry out lectures online. The entire UNSURI academic community is slowly adapting to applications, methods, and the online environment. The form of adaptation of online lectures raises various student responses as learning subjects. The questions given by the researcher to the respondents were 30 students as follows.

1. Lecturers use good online media according to the characteristics of the subjects being taught.
   Students responded to this statement with 70% stating that they did not agree that lectures in civil engineering were forced to use online learning. They assume that they will not achieve maximum achievement with the choice of online media as a learning medium. There are 30% who can still tolerate the conditions due to the pandemic and say there is more to it than no learning at all.
2. Convenience of students using online media in lectures.
   Based on the results of the student comfort survey during online lectures, 27.7% of students gave a comfortable and effective response. They feel that online lectures provide new experiences that can foster a spirit of independent learning with flexible locations (can be anywhere). There are 72.3% of students feel that online lectures are ineffective because the student environment does not support the recovery process, such as poor internet network, limited internet quota, power outages, unable to communicate well, boring.
3. Student Motivation When Learning to Use Online Media.
   From the descriptive, student motivation is not very good when using online learning. Based on the reasons given by students through filling out the google form, 83.33% of students lack the enthusiasm to learn when using online learning because most civil engineering courses require more thorough analysis and calculations. Students need direct guidance through face-to-face to solve certain problems (Andayani & Darmawan, 2004; Yuliana, 2016). This is related to civil engineering calculations, such as courses in mathematics, fluid mechanics, soil mechanics and others. according to Purwanti et al. (2014) and Yanti and Darmawan, (2016), learning methods also determine the spirit of learning from students.
4. Understanding of Learning Materials
   Student responses to online lectures in understanding the material led to a diversity of attitudes. There were 53.33% of students stated that it was more difficult to understand lecture material using the online method. They felt that what was delivered by the lecturers was not clear, as if they only delivered material and did not teach and that many

disturbances from their environment in carrying out lectures became an obstacle. There are 23.33% who feel online learning is a normal thing and must be carried out during the COVID-19 pandemic. There are 13.33% of students feel that the online lectures that have been carried out are good with the facilities owned by students. There are 10% of students feel that the lectures carried out by the lecturers are very good with a short method and give students confidence to study independently. They feel that online lectures are more able to make students learn independently and when conducting lectures, they sometimes ask some things that are not understood when studying independently. However, the lecture method through online media is not fully effective for all types of material (Saroinsong & Sinambela, 2014; Al Hakim et al., 2014).

5. Implementation of learning through online media
   Online lectures conducted by the UNSURI Civil Engineering Study Program do not necessarily run well. The university's efforts are trying to help the academic community, especially lecturers, to be able to access the internet on campus. However, for students who were at home each reaped various responses. There were 6.66% of students stated that there were no problems during online lectures because they were helped by the facilities at home. 13.33% of students feel that there are obstacles but they are not significant, meaning that they do not interfere with the lecture process and independent study. 33.33% of students experience obstacles that affect lectures but can be overcome by sacrificing several things, such as internet quota, supporting devices, to setting up rooms for online lectures. 46.66% of students experienced obstacles that often interfered with the lecture process, such as power outages, poor internet networks, and devices that had to be exchanged with their siblings.
   Indeed, there are obstacles that occur during the online learning process. This happens in most things such as the limitations of internet packages from students. The existence of this pandemic not only has an impact on the education sector but has also had an impact on the economic level of society at large. Not a few parents or students have difficulty with spending money to buy internet quota. Another obstacle is that not all students are domiciled with good internet network access coverage, even among them are in locations that do not have an internet network. This has become one of the main problems in the learning process (Yanti, 2013). The lecturers were also not a little surprised by this change. Some of them do not have the ability to use and utilize technology in the learning process through online media. Meanwhile, they have demands to manage online classes. Lecturers must have better readiness than students in terms of learning methods (Mardikaningsih, 2015). Students are sometimes increasingly frustrated with lecturers who only carry out the learning process using social media such as WhatsApp groups and some even send assignments via email.
6. Learning options during the pandemic transition
   This question was asked to find out the wishes of students in learning during the transition period of the Covid-19 pandemic someday. The options are full online, partially online, and full face-to-face. This question was asked so that researchers could conclude their findings in the field regarding the effectiveness of online learning during the Covid-19 pandemic. If the majority of respondents answered fully online, it means that online learning is very effective and liked by students, but on the contrary if the majority of respondents answered fully face-to-face, it means that online learning is not effective and not fun.
   Students' choice of lecture method showed that 6.66% of respondents wanted full online lectures, 16.66% of respondents wanted some lectures online, and 76.66% of respondents wanted face-to-face learning. From the findings in the field, online learning is a learning change process that must be carried out due to circumstances.
   This makes all parties, students and lecturers have to adapt to new things so that the learning process continues and lectures can still be carried out in accordance with the learning objectives. Although in this case, there are many obstacles that are found in learning from, such as human resources are still weak in this case both lecturers and students who are not familiar with learning applications that can be used. This leads to sometimes only using one application that is not reciprocal so that it will trigger boredom or boredom in the learning process.

Online learning media actually have differences in the use of tools and media. But actually, the function of the media is only as a supporter in the learning process and emphasizes more on the form of visual learning to students. This is the impact of limitations and pressing conditions. These limitations create problems but also overcome critical problems (Mardikaningsih, 2014). Overall, students while carrying out online lectures get new experiences and opportunities for independent study, but the process of adapting to the COVID-19 pandemic is not supported by the environment and facilities in the area of each student of the UNSURI Civil Engineering Study Program, resulting in various responses that can later provide opportunities. for lecturers and education policy makers to make innovations that make students more comfortable in developing their potential and interests as prospective undergraduates.

CONCLUSIONS

Student responses to online lectures are one of the benchmarks for the success of lectures at UNSURI, especially the civil engineering study program. Based on the results of research through a questionnaire given to

students using google form, online learning is less effective in increasing the enthusiasm and learning outcomes of civil engineering students. Not all courses can be taught in full online, this is found in courses that are practical courses where students understand the learning process much better by learning face-to-face. The majority of students experience problems during the online lecture process which causes students to not be able to absorb and understand the lecture material. Students want lectures to be held offline or face to face if the COVID-19 pandemic condition can be controlled.

Based on the conclusions of this study, educators in this case lecturers need a more effective platform to support the learning process in order to create good learning objectives. Furthermore, lecturers are also always expected to be more creative in the usual learning process using learning videos, project-based learning and fun learning. In addition, educators also need to design more attractive online learning models in order to increase student learning motivation which can then improve learning outcomes.

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