



# Online Learning in Higher Education: Analysis during the Pandemic Covid-19

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## ARTICLE INFO

## ABSTRACT

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This research aims to determine the effectiveness and teaching quality of UNINUS Bandung teachers' and the quality of learning. Online learning is the most important tool in the learning process during the Covid 19 pandemic. The research method is to use Likert questionnaire survey. The subjects of the studied were students of the Nusantara Islamic University in Bandung who receive online training. The results of this study show that the effectiveness of online learning during the Covid 19 pandemic is in the low category. The implementation of online learning during the Covid 19 pandemic is as follows: students have difficulty in understanding materials, online lectures are boring, online learning support equipment is insufficient, connection is not good, and the motivation of students to participate in learning has decreased. and then follow up on the students who have also declined than before. Achievement. Online learning outlines a suboptimal understanding of the material, which makes the reading process ineffective. It can be used to gain understanding when learning online, and teachers should use zoom or googlemeet media.

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## 1. Introduction

The Corona Virus Disease 2019 (COVID-19) pandemic has become a world problem, the impact of this pandemic has spread to various sectors of life. The pandemic that has occurred in Indonesia since early March until now has resulted in 1,843,612 positive confirmations (Committee for Handling COVID-19 and National Economic Recovery, update May 4, 2021). This disease has a very fast character of spreading, by interacting at close range and in contact with sufferers, it can lead to someone contracting this disease. So that health experts recommend doing social distancing, physical distancing and staying at home. Kusnayati, A., Sumarni, N., Mansyur, A. S., Zaqiah, Q. Y., & Bandung, U. T. (2020). In addition, the Chinese government, in this case, as the first country that was the beginning of the emergence of this virus, took steps to prevent interactions in the COVID-19 pandemic area with the outside world and imposed a lockdown on the city of Wuhan.

According to Naserly, M. K. (2020), the recommendation from the Ministry of Education and Culture (Kemendikbud) and several Regional Governments (Pemda) regarding learning from home began simultaneously in mid-March 2020, although the implementation dates were quite diverse. With this condition, there has been a massive change in the activities and lifestyle of the Indonesian people in order to prevent the spread of this pandemic. The education sector has not been left behind, according to Herliandry, LD, Nurhasanah, N., Suban, ME, & Kuswanto, H. (2020), the policies issued to limit the spread of COVID-19 have an impact on various fields throughout the world, especially education in Indonesia.

The state of the pandemic is a mystery to everyone about when it will end. This made the government take the decision to implement a different learning system than usual. In the midst of a worsening pandemic situation, the Government finally had to make an online or online learning policy to replace face-to-face conventional learning to ensure that students continue to receive learning (Mustakim, 2020; Achmad, 2021;



Dadi, 2021). Online learning is considered by the Government as the only solution to ensure that the continuity of the learning process from elementary school to university continues (Kusnayati et al., 2020). Regulations implemented by the government by studying at home, working at home by implementing physical distancing (keeping a distance) so that COVID-19 does not spread quickly are required to study online (Arizona, K., Abidin, Z., & Rumansyah, R. 2020). The Joint Decree of the 4 Ministers regarding guidelines for the implementation of learning in the 2020/2021 academic year and the 2020/2021 Academic Year during the COVID-19 pandemic has regulated the learning system that must be obeyed by all educational institutions from basic education to tertiary institutions, where for Fully online learning colleges still have to be implemented in the 2020/2021 academic year. (Damayanti A. 2020).

Based on this condition, the learning concept of Universitas Islam Nusantara (UNINUS) Bandung, of course, as one of the universities in Indonesia also follows various policies that have been imposed by the government. As according to Irhandayaningsih, A. (2020), the Circular Letter of the Minister of Education and Culture of the Republic of Indonesia number 3 of 2020 dated March 3, 2020 regarding the prevention of COVID-19 in education units, changes lecture activities to be online-based.

Learning at UNINUS Bandung is carried out using an online system, known as synchronous learning and asynchronous learning. According to Kurniasari, A., Pribowo, F. S. P., & Putra, D. A. (2020); Chaeruman (2017), in synchronous learning, students and teachers are in the same place at the same time. This is similar to face-to-face classes. One example of synchronous learning is when students and teachers participate in class through web conferencing applications. It creates virtual classrooms that allow students to ask questions and teachers to answer instantly. Overall, synchronous learning allows students and teachers to participate and learn directly and engage in hands-on discussions. While asynchronous learning is an independent learning approach with asynchronous interaction to encourage learning. Email, online discussion boards, Wikipedia, and blogs are resources that support asynchronous learning. Some common asynchronous learning activities are interacting with the Learning Management System (LMS), communicating using email, posting on discussion forums and reading articles.

The concept of learning at UNINUS Bandung is carried out synchronously and asynchronously. Synchronous learning is carried out through google meet or zoom meetings and the rest is carried out asynchronously by utilizing Google Classroom and WhatsApp services. Based on the conditions that occurred, namely the COVID-19 pandemic and the study of several theories above, the purpose of this study was to analyze the effectiveness of the implementation of online learning at UNINUS Bandung College during the COVID-19 pandemic, especially in the Class A Communication Studies study program class A. 2020.

## **2. Methods**

The type of research used is survey research. Based on Sugiyono (2013) the notion of the survey method is research conducted using a questionnaire as a research tool carried out on large and small populations, but the data studied are data from samples taken from the population, so that the relative incidence, distribution, and relationship between variables, sociological and psychological.

As written by Astuti, M. 2021; Alsa 2004, that survey design is a research procedure by means of researchers giving a questionnaire that has a certain scale on a sample to express the attitudes, behaviors, characteristics and opinions of the respondents. Research using this survey was conducted by examining the population with a sample method in order to determine the behavior and characteristics of the respondents as well as to generalize and describe the population being studied.

The research was conducted by first conducting a survey to students regarding the application of online learning. The survey using a Likert questionnaire was distributed using a google form which was given to students of the Class A Communication Studies study program class of 2020 via WhatsApp messages. According to Astuti, M. 2021, using a Likert questionnaire as an experimental scale questionnaire. The Likert scale is a scale that relates to agreement or disagreement with something. There are two possibilities in this scale, first, in the form of ordinal data (tiered without a score), there are numbers but only as a sequence. Thus, the analysis is only in the form of frequency (amount) or it can be in proportion (percentage). The second is by using the most analysis or mode (Syofian 2015; Maulida, 2020).

### 3. Results and Analysis

The learning method is a systematic and regular process carried out by teachers or educators in conveying material to their students. Another opinion also says that learning methods are a strategy or tactic in carrying out teaching and learning activities in the classroom that are applied by educators so that the learning objectives that have been set can be achieved properly. Through this method, it is hoped that the teaching and learning process can run well. Thus, it is very important for an educator to be familiar with methods in learning so that students feel more enthusiastic when participating in learning. Face-to-face learning is classroom learning that relies on the presence of lecturers to teach in class. In face-to-face learning, students are involved in spontaneous verbal communication in a permanent physical environment (Anggrawan A. 2019; Maulida & Nugraheni, 2019; Poluakan et al., 2019).

This study focuses more on the impact and effectiveness of learning than what is felt by students. Because students are one of the parties most affected by the existence of this full online school, there are 31 respondents from students of the Faculty of Communication Studies Class A at the Nusantara Islamic University in Bandung. The aspect studied in this study is the aspect of the effectiveness of the implementation of the online learning system. From the aspect of online school effectiveness, there are 8 indicators that you propose to the respondents.

The following are the percentages obtained from respondents regarding the impact of the implementation of online schools from each of the indicators proposed in the form. The first is about online learning is more effective than face-to-face learning 56.3% of respondents do not agree, 21.9% of respondents do not agree, 9.4% of respondents strongly disagree with this statement. Or if the sum of disagree, disagree and strongly disagree, the presentation reaches 87.6%.

Based on the survey, there is a statement that as long as online schools are conducted, all subject matter can still be conveyed properly to students. In this case, 50% of students do not agree about this, in fact students have difficulty understanding the material presented through this online learning system. Evidenced by the total disagree, disagree and strongly disagree by 68.8% of the students. 65.7% of students' scores also decreased after the implementation of online schools, and only 59.4% of students were increasingly motivated to study independently and rethink courses, after the implementation of online schools. According to the online learning model, it allows students to set the location, when to study and the speed of learning, which is not found in the traditional face-to-face learning method (Anggrawan A. 2019).

Supporting infrastructure is very necessary in facilitating the running of online schools, but sometimes there are some obstacles in procuring supporting facilities for the implementation of online schools, based on the results of a survey conducted 84.4% of students experienced difficulties in supporting online school facilities. In addition, 15% of respondents said that there were no difficulties with facilities and infrastructure during the implementation of online schools. This shows that the facilities and infrastructure that are the basic things in online learning have not been fulfilled properly, so that it also affects the effectiveness of the learning itself. Difficulties in procuring infrastructure facilities to support online school activities occur because online schools require supporting devices such as smartphones or laptops, but not all students have these devices, so of course it becomes an obstacle for the ongoing online learning process (Astuti M. 2020).

Lack of supporting facilities and infrastructure causes most students to find it difficult to follow the learning process effectively, this is a trigger for the lack of development of student knowledge because they feel bored and bored with the learning process which is sometimes difficult to access. This is because technology-based distance learning requires a different approach in terms of planning, implementing and evaluating it. In the implementation of distance learning, students need special attention, especially the infrastructure used, an adequate internet network and self-motivation to be able to participate in an independent learning process. The problems of distance learning include the unequal access to the internet network, the high cost of quotas, and the unequal mastery of science and technology. Segabaimana Mansyur, A. R. (2020) In online learning, the most important facility is a good telecommunications network and must be supported by affordable data costs. Meanwhile, not all students are at an economic level that is able to meet the demands for the cost of using the application.

The implementation of online schools, of course, requires money to support internet connections so that it can facilitate the learning process. Respondents' responses to questions/questionnaires are, "I have difficulty using online class applications", 68.8% of respondents answered agree. This condition is included in the bad category, because it means that class A students feel more burdened by studying online than face-



to-face. The data also shows that students expect in-person lectures rather than online lectures, which is 93.8% of students agree with this statement. Another impact caused by the application of online schools is that there are often obstacles in the learning process due to an internet connection, we know that when learning is done online, of course, an internet connection is something very important, if there is no internet then automatically both students and teachers cannot follow the lesson. (Astuti, M. 2021).

The media used when learning online include whatsapp, classroom, zoom/google meet. Of the three media, the most supportive for the effectiveness of student understanding in this online era, 78.1% of respondents are more dominant in answering using virtual zoom / google Meeting which is more effective. The response of class A students to the use of zoom/google Meeting media as a learning tool got a very good response. Considering that during the Pandemic in online learning, the zoom application is possible and more understandable in terms of delivering material and discussions between students and lecturers, even though there are also 21.9% of class A students who answered that using WhatsApp can also be an alternative. And in using the classroom as a learning tool, students judged it to be ineffective. This is evidenced by 0% of students who agree with the use of Classroom as a learning medium.

The difficulty in determining the right learning media to use during the COVID-19 pandemic is because during online learning, the media used is very much different from the media used during face-to-face learning. In face-to-face learning, teachers are accustomed to using blackboard media and lectures in front of the class when delivering material to students, but when full online learning is implemented, of course, the learning media immediately changes from being more conventional to digital media which is not commonly used by educators. Coal, 2020).

Respondents' responses regarding "Suggestions and inputs related to online learning at UNINUS "on average UNINUS students say about the effectiveness of lectures, and it can be analyzed that class A students hope that "college can be offline or face-to-face as soon as possible". Experts agree that in learning Face-to-face classes occur meaningful and real interactions between students and students and between students and teaching lecturers that cannot be replaced or found in online learning (Anggrawan A. 2019).

And if online lectures continue, class A students hope that the Ministry of Education and Culture will provide free quotas, not only the Ministry of Education and Culture but the campus can also provide free quotas and adequate facilities. Especially for students who have difficulty getting access to the internet network and this is what students expect in the midst of this pandemic with an online learning system which is indeed very new for students. The availability of technological devices owned by educational institutions to support the learning process, the ability of educators and education staff to use technology, the ability of students to use technology, the limitations of technological devices owned by students, internet access that is not stable at home, or cost constraints due to learning methods done online will certainly affect the quality of online learning Damayanthi, A.(2020).

The data in this study is a questionnaire or questionnaire addressed to students of Communication Science class A, this is intended to find out the motivation, suggestions, input and desires of students towards online learning at UNINUS. Questionnaire or questionnaire research is a research instrument in the form of a list of questions to obtain information from a number of respondents (sources whose data are taken through a questionnaire). respondents. Then the results, in terms of effectiveness, there are nine indicators to measure the level of effectiveness of online schools during this pandemic, from the survey results obtained data as shown in the table below.

INDICATOR	SS(%)	S(%)	KS(%)	TS(%)	STS(%)
Online learning is more effective than face-to-face learning.	0	12,5	56,3	21,9	9,4
As long as online schools are conducted, all subject matter can still be conveyed properly to students.	3,1	28,1	50	12,5	6,3
Student scores increased after the introduction of online schools.	3,1	31,3	56,3	6,3	3,1
Students are increasingly motivated to study independently and rethink courses, after the introduction of online schools.	3,1	37,5	43,8	12,5	3,1
Students have various facilities and infrastructure to carry out online learning.	0	15,6	53,1	28,8	12,5
Implementation of online schooling is expensive.	31,3	37,5	28,1	28,1	0
Students like offline lectures in live classes, rather than online lectures.	46,9	46,9	6,3	0	0

INDICATOR	SS(%)	S(%)	KS(%)	TS(%)	STS(%)
I'm having a hard time using the online class application.	28,1	37,5	18,8	15,6	0

INDICATOR	Whatsapp (%)	Classroom (%)	Zoom/Google Meeting (%)
Which of the following media is the most supportive for the effectiveness of student understanding in this online era:	21,9	0	78,1

Description:

SS = Strongly agree

S = Agree

KS = Disagree

TS = Disagree

STS = Strongly disagree

From the results of the survey data analysis, it was found that the effectiveness of online learning is still very low, so it needs to be improved again, this reveals that the level of effectiveness of online learning needs to be increased again so that learning is more effective in order to improve the quality of learning and student learning outcomes.

#### 4. Conclusion

The implementation of online schools during the COVID-19 pandemic at UNINUS Bandung still has many shortcomings that must be a joint evaluation. The results of this study indicate that the level of effectiveness of online learning during the COVID-19 pandemic is in the low category. Some of the obstacles found in the implementation of online learning during the COVID-19 pandemic are: Students have difficulty understanding the material, boredom occurs in attending online lectures, inadequate online learning support devices, poor internet connection, and decreased student motivation in participating in learning, followed by student scores which also decreased from before.

As for the efforts that can be applied to achieve understanding in the midst of online learning, lecturers are expected to use zoom or googlemeet media. Material support is also very much needed by students, because online learning is more expensive than face-to-face in class.

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