



The Effectiveness of Online Learning During the Covid-19 Pandemic at IPDN Campus NTB

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ARTICLE INFO

ABSTRACT

Article history:

Received: Jul 03, 2022

Revised: Jul 29, 2022

Accepted: Aug 30, 2022

Keywords:

Online Learning,
Covid-19,
Praja

The dynamics of adapting to new habits during the COVID-19 pandemic have had a major impact on various fields, especially in the field of education. Adjustment of adaptation to online learning is a priority policy in adapting to a new life. The Institute of Domestic Administration, West Nusa Tenggara Campus, which initially carried out direct face-to-face lectures, shifted to the use of online media and distance learning as a strategic step that must be taken to prevent the transmission of the Covid-19 virus. The purpose of this study was to know the effectiveness of online learning during the COVID-19 pandemic at IPDN NTB Campus. Methods The research uses a quantitative model with closed and open survey methods. Respondents from this study amounted to 392 Praja/students. The results of this study indicate that 50% of Praja/students want partly online learning (online), 24% want online learning, and 26% want face-to-face learning, so it can be concluded that online learning during the COVID-19 pandemic was quite effectively implemented.

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1. Introduction

The spread of the Corona Virus (Covid – 19) has influenced all elements of the world's citizens, including Indonesian society and academics. The Covid-19 virus has been declared a world pandemic,

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Accredited "Rank 4" (Sinta 4), DIKTI, No. 36/E/KPT/2019, December 13th 2019.



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referring to the decision of the World Health Organization (WHO) as stated in (Khatri et al., 2020) that the first case of spread occurred in the city of Wuhan and on 20 January 2020, World Health Organization (WHO) declares new coronavirus 2019 (2019-nCoV) as a public health emergency of international concern (PHIC). The Covid-19 pandemic has had a major impact on various fields (Solviana et al., 2020). Especially during the Covid pandemic – 19 currently has an impact on the world of education, starting from the level of Early Childhood Education (PAUD) to the tertiary level. Furthermore, the Government through the Ministry of Education and Culture of the Republic of Indonesia stipulates a prohibition on higher education institutions to conduct lectures directly (Sadikin & Hamidah, 2020). With the elimination of face-to-face teaching and learning activities, the solution for teaching and learning activities is online. This solution is also recommended by United Nations Educational, Scientific and Cultural Organization (UNESCO) to support countries in efforts to reduce school closures, especially for disadvantaged communities, and to facilitate continuity of education through distance learning (UNESCO,2020).

This requires massive action related to learning model policies, and this pandemic period is the biggest challenge for the education system (Daniel, 2020) As has been carried out at the Institute of Domestic Administration, West Nusa Tenggara Campus, which initially carried out direct face-to-face lectures, shifted to the use of online media and distance learning as a strategic step that must be taken to prevent the transmission of the Covid-19 virus.

In line with this, the use of online learning encourages student-centered learning and is easy to manage during the Covid-19 pandemic (Mukhtar et al., 2020). other than that the Covid pandemic-19 highlighted the need for online learning models and applications to achieve learning goals (Schneider & Laurin, 2021). The distance education system is one solution to overcome difficulties in face-to-face learning (Yensy, 2020). Nevertheless, online learning, which is a solution to learning activities during the Covid-19 pandemic, still has obstacles and limitations such as the ability of lecturers and students to operate the online application (Nurgiansah, 2021)

Constraints and limitations that often arise in the implementation of online learning based on observations and documentation traced, namely the ability to master technology and the economy of students (Halima & Wasia, 2020), the limitations of internet packages owned by students (Arizona et al., 2020), and network disturbances in sending information from lecturers to students (Ferdiana, 2020). With these various facts, the author conducted a study to find out how far the effectiveness of learning through online methods during the Covid-19 pandemic at the IPDN NTB Campus was.

2. Method

This research uses a descriptive quantitative approach with a survey method. This survey was conducted as an online learning evaluation material. The data collection technique used a questionnaire (questionnaire) consisting of a closed questionnaire and an open questionnaire. Questionnaires were distributed offline. Overall, the population of IPDN Campus IPDN NTB was 372 people divided into 2 (two) majors, namely disaster management and civil service police.

3. Results and Analysis

To see how effective online learning has been, the researchers asked some relevant questions by referring to the list of questions that had been compiled by Dewanta and Nurgiansyah (2021), respondents filled out the questionnaire according to the list of questions, as for the following:

3.1 What is your opinion as a Praja / Student at IPDN NTB Campus regarding learning online during the COVID-19 pandemic?

This question was asked to describe the level of student/student satisfaction during online learning (Online) carried out related to student/student satisfaction regarding online learning (online) online learning



held. Since the beginning of August 2020 with the issuance of the Decree of the Chancellor of the Institute of Domestic Administration Number 423.1 -403 the Year 2020 regarding implementation of operational guidelines online learning at the Institute of Domestic Administration on August 24, 2020.

During online learning, approximately 3 (three) semesters are carried out, if described in detail, in 1 pre-service semester/students take 10 courses with a total of 23 credits, and – each course requires 13-15 meetings. every Praja / student must meet at least 150 meetings in 1 semester. Of course, this number is not a small amount. So it is necessary to evaluate the learning carried out in this case online learning that is carried out, to get an overview of the level of effectiveness of online learning. The results of the survey have been.

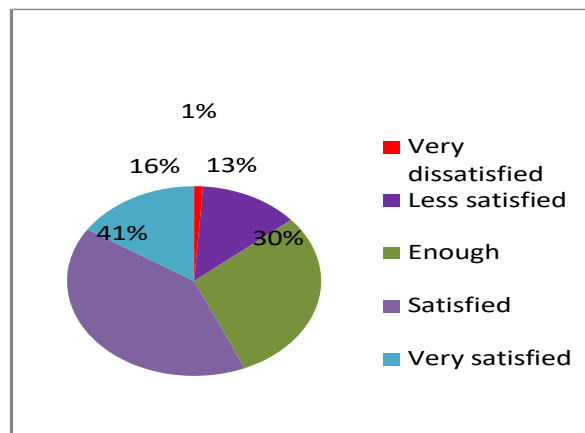


Fig 1. The results of student satisfaction with online learning (online)

In Figure 1. About the results of student satisfaction with online learning (online). Shows that as many as 41% of respondents are satisfied with online learning and 1% of respondents felt very dissatisfied, the remaining 30% felt quite satisfied and 16% felt very satisfied, and 13% of respondents felt less satisfied. Thus, it can be concluded that online learning is favored by some students/Praja.

3.2 What media do you use during online learning?

This question is given so that researchers can find out the media applications that are most widely used in the online learning process (online). The variety of applications available. The determination of the learning application media used is to describe the effectiveness of the learning. Applications that support direct 2 (two)-way learning such as Zoom Meeting, Google Classroom, and WhatsApp. Meanwhile, other learning application media, such as email, tends to be one-way. The following are the results of a survey related to learning application media that are often used in online learning.



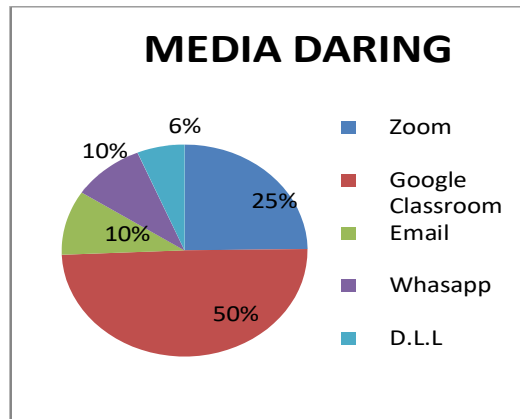


Fig 2. Online media used in online learning (Online)

In figure 2. online learning application media (online) if sorted as follows: (1) google classroom 50%, (2) Zoom Meeting 25%, (3) Whatsapp 10%, (4) Email 10% and (5) D.L.L 6% like google meet, learning, etc. Thus the learning application media that are most often used are learning application media that provide face-to-face features so that both lecturers as teachers and students as a whole have been able to use online learning application media properly. The use of learning application media such as 1 (one) way email is used as a medium for giving and submitting assignments from lecturers to students/students.

3.3 How to receive material delivered by the lecturer through online learning?

This question is asked so that researchers can find out how much the level of acceptance of the material submitted by the lecturer to the Praja / students can be accepted by good. This question is expected to be able to measure the success rate of online learning carried out during the covid 19 pandemic. The following are the results of data processing of a survey of the material presented by the lecturer to Praja/students:

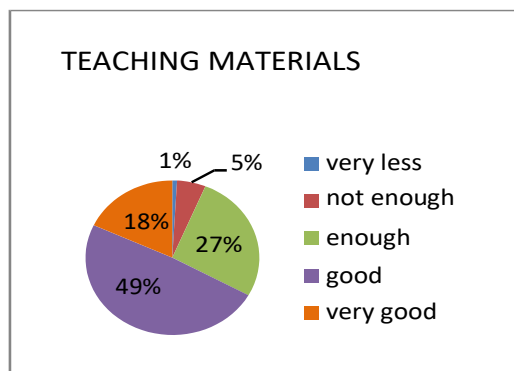


Fig 3. Results of Submission of Teaching Materials in Online Learning (Online)

In Figure 3. The results of the delivery of material taught in online learning (Online) show that 49% of respondents answered well, 18% of respondents answered very well, 27% of respondents answered enough, 5% of respondents answered less, and the rest answered very less, only 1%. This shows that the acceptance of the material presented by the lecturer can be understood and accepted well by the Praja/students. Therefore

3.4 What are the drawbacks of online learning?

This question was asked to find out what factors were lacking in online learning. Some of these factors include boredom/saturation, internet quota, internet network, and so on. It is hoped that these questions will



be able to answer what factors are the most dominant obstacles to online learning being carried out. The following are the results of a survey on deficiencies in online learning:

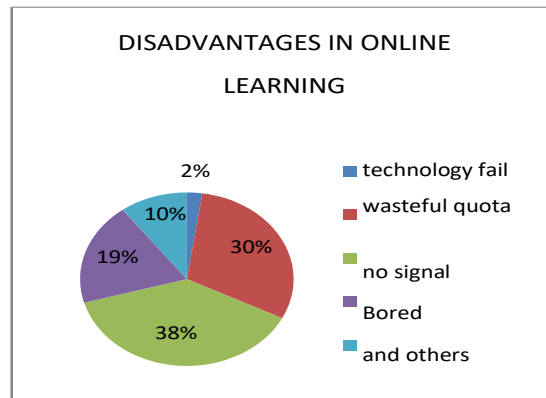


Fig 4. Weaknesses in Online Learning (Online)

In Figure 4. Regarding the shortcomings in online learning, it shows that 38 % of respondents stated that there is no internet network available. 30% of respondents complained about the waste of internet quota, 19% of respondents felt bored/bored, 10% of respondents answered that the internet network was unstable, and 2% of respondents do not understand the use of online learning application media (online). This shows that the problem of the availability of the internet network is the dominant factor in conducting online learning at IPDN NTB Campus because the internet network is still not optimal in the West Nusa Tenggara area. and the second position is the wasteful quota factor, this is felt quite burdensome due to economic and financial capabilities Availability of WIFI spots that can be reached by Praja/students due to restrictions on the area of movement around the IPDN academic community, NTB Campus. It is also not regardless of the feeling of saturation/boredom felt by Praja/students in conducting online learning (online) with the existence of restriction activities in chatting with each other both fellow Praja/students and lecturers as teachers in reducing the spread of Covid 19.

3.5 Which one do you prefer? Face-to-face learning or online learning?

This question was asked to find out the wishes of students/students in online learning during the pandemic covid 19. This question was asked so that researchers can conclude how effective online learning is during the covid 19 pandemic. The following are the results of a survey of student/Praja choices related to learning methods:



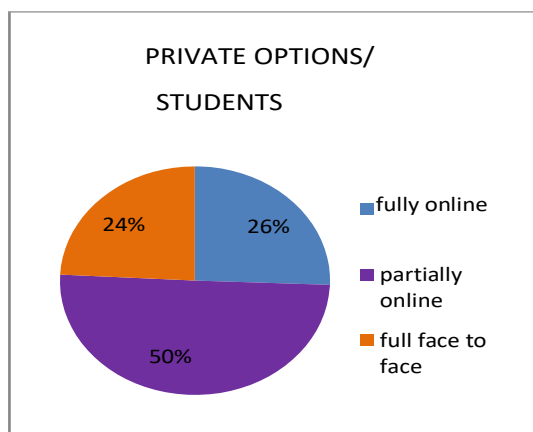


Fig 5. The choice of Praja/students towards learning methods

Figure 5. regarding the choices of students/Praja related to learning methods, shows that 50% of respondents want learning activities to be carried out partially online, 25% of respondents want Full Online (online), and 24% of respondents want learning to be done face-to-face. . This shows that students/students do not want continuous online learning. From the findings in the field, the researchers found Problems with Online learning during the covid 19 pandemic through an open questionnaire filled out by respondents. First, the limitations in absorbing material and space for self-actualization (Praja/students) which are limited to online learning activities, cause boredom/boredom of the learning activities carried out. Second, the availability of facilities and infrastructure, especially the internet network is not adequate/optimal and stable in carrying out online learning activities, third, not all courses can be taught online, only theoretical courses. Meanwhile, IPDN as an educational institute with a vocational or skill basis that requires direct practice, cannot be implemented optimally. For example, fieldwork practices and internships at government agencies require Praja/students to immediately feel the atmosphere, conditions, and environment in government offices.

4. Conclusion

Based on the findings and discussion, it can be concluded that online learning that was carried out during the covid 19 pandemic at IPDN NTB Campus has been running quite effectively, this can be improved by the availability of facilities and infrastructure, especially the availability of a stable internet network and wider wifi spots to reach areas of Praja/students. In addition, to increase the absorption and activeness of high school students/students, space can be given so that students/students can actualize themselves better and pay attention to health procedures according to standards set by the government. In the future, online learning activities will be a solution in learning activities that are not limited to space and time.

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