

PANDEMIC: PROBLEMS AND ONLINE TEACHING EVALUATION AT PEKALONGAN UNIVERSITY

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ABSTRACT

Health Emergencies that have been established since January 20, 2020 due to COVID-19, requires Pekalongan University as part of the world of education institution to also take a stand for the safety of the academic community through online learning and Work from Home. Of course, this policy has an impact on students and lecturers. This study aims to analyze students' satisfaction in online learning at Pekalongan University. The research method was a survey with a cross sectional time approach. The population was all active students of Pekalongan University with samples taken randomly. The results showed that online learning at the University of Pekalongan was considered less successful, because students' interest was still low and lecturers were less disciplined, even though the facilities and infrastructure had supported it.

Keywords: COVID-19; Online Learning; Students' Satisfaction

BACKGROUND OF THE STUDY

Since Indonesia was declared in a state of emergency in connection with the COVID -19 outbreak, University of Pekalongan (UNIKAL) has implemented WFH and Online Learning policies, although it is still gradual. After Eid al-Fitr, UNIKAL started implementing the new normal. Students are starting to be allowed to go to campus, even though only for final stage students. Lecturers and employees are required to attend on campus with strict health protocols. The spike in cases of COVID-19 exposure after December in Pekalongan and its surroundings, requires UNIKAL to re-enact Online Learning and semi-WFH policies, in order to maintain the health of the entire academic community.

Coronavirus Disease 2019 (COVID-19) is an infectious disease caused by Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2.) With early symptoms that often appeared, namely fever, fatigue, and dry cough accompanied by symptoms of

nasal congestion. , colds, and diarrheic in some people (Ministry of Home Affairs, 2020). On January 30, 2020, WHO has designated Covid-19 as a Public Health Emergency of International Concern (KKMMD / PHEIC). The increase in the number of COVID-19 cases is progressing fast enough and has spread in all countries (Isbaniah 2020).

COVID-19 cases are increasing, especially in Indonesia. As of Wednesday, January 27, 2021 the number of COVID-19 cases in Indonesia has increased by 11,948 cases, bringing the total cases to 1,024,298 people with details of 164,113 active cases, 831,330 patients declared cured, and 28,855 died.

Seeing that the development of COVID-19 in Indonesia is increasing, the Ministry of Health has taken comprehensive steps to deal with COVID-19 by implementing the Mass Rapid Test, Social Distancing, Physical Distancing, Working from Home, Worship at Home and Learning

from Home Policy. One of the efforts to collaborate with cross-moral is the Ministry of Education and Culture by imposing an online / online learning policy at all levels ranging from elementary, junior high, high school to universities.

As a university that must maintain quality, UNIKAL has made a lot of preparations in the context of online learning systems, both for lecturers and students. The preparations made include: organizing brief online learning methods for lecturers, conducting socialization to students and so on. Of course, the preparations were in a hurry and were made every time. Even semester 2020-2021 is entering the third semester of UNIKAL implementing Online Learning. Many things still need to be addressed, especially those related to students' satisfaction in this learning process, because directly or indirectly, this will affect the academic quality of students.

Pekalongan University is one of the Universities that must implement an Online Learning policy. Before the implementation of Online Learning, Pekalongan University made several preparations to maintain the quality of learning, including preparing adequate facilities and infrastructure, online learning training for lecturers and providing data quota subsidies for students. Even so, at the beginning of the implementation of the online learning policy, both lecturers and students experienced many obstacles including slow internet networks, lack of mastery online media, limited features of online learning applications, and obstacles in terms of learning services. From these problems, the researchers are interested in evaluating the online learning at Pekalongan University.

RESEARCH METHOD

This research is a survey research with a cross sectional time approach which aims to analyze students' satisfaction in online learning at Pekalongan University. The population in this study was all students of

Pekalongan University who met the criteria. The researchers took the samples of the study by means of random sampling, as many as 1000 active students. Data collection was carried out using a questionnaire distributed via google forms. The data processing method was carried out through the stages of editing, coding, scoring, entry and tabulation. Data analysis was carried out in univariate ways, namely describing each research variable by making a frequency distribution table.

RESULTS AND DISCUSSION

The Covid 19 pandemic requires Pekalongan University to carry out online learning in the odd semester of 2020/2021. At the beginning of this online learning policy, lecturers and students experienced many obstacles in the process, while the information technology infrastructure at Unikal was very adequate. Lecturers must prepare an online network-based learning process, starting from preparing learning materials, preparing the platforms used and preparing documentation and reporting of learning activities. Students must prepare adequate tools to be able to properly access online learning according to the platform used by the lecturer.

Lecturers in implementing online learning must consider a platform that is easy to use and accessed by students. Accessibility is influenced by the facilities and infrastructure owned by students and lecturers. Besides, another consideration is to facilitate access, because no matter how sophisticated the device is, if it is difficult for students to access, it will also be meaningless.

Results of evaluations conducted by online learning media used by lecturers at Pekalongan University:

1. SIAKAD (Academic Information System) which is owned by Pekalongan University is a medium that is quite widely used by lecturers as much as 68.3% of lecturers use SIAKAD as a

- supporting medium in online learning, this is due to an appeal from the university as well because this media is easy and very familiar to use by Unikal lecturers and students. SIAKAD is used by lecturers to submit Semester Learning Plans, upload course materials, give assignments and exams and carry out assessments of assignments and exams.
2. Google Classroom, 97.6% of lecturers use the Google Classroom platform to support and implement online learning. The Google Classroom platform has the advantage of being easy to use and easy to access at a cost that is not too large, although this platform contains weaknesses with an unattractive appearance and source documents from the drive that require steps to upload documents.
 3. The Goole meet platform is widely used by lecturers in Pekalongan University environment in online learning, as many as 89.5% of lecturers use this platform. The Google Meet platform is good to use as a substitute for face-to-face class because Google Meet has the advantages of being easy to access, attractive appearance, there is a video service so that lecturers and students can interact and meet face to face so that it can effectively replace face-to-face meetings, can invite up to 100 participants so that it allows lecturers to do including for a large class. However, Google Meet also contains weaknesses, namely that not all facilities in the Goggle Meet are free, for example for a capacity of more than 100 participants. Yet, it requires a stable internet network, so lecturers and students must prepare good internet network access for this platform.
 4. Whatsapp platform is used by lecturers in supporting the implementation of online learning, this media is used to establish communication with students in coordinating the learning process or can be a tool when other media are difficult to access by students, as many as 85% of lecturers use media. This is to support the implementation of the online learning process.
 5. Zoom, this platform is used by university lecturers in carrying out online learning, as many as 61% of lecturers use this platform. This media has the advantages of large space capacity so that it can accommodate large numbers of class participants, high quality access and good features, while the disadvantages are wasteful use quotas and prone to data leakage.
 6. Other media used by the lecturers even though the percentage is small are Schology, telegram, youtube, e dmodo, skype, spada.
- Seeing the variety of platforms used by lecturers in online learning shows that lecturers already have the readiness of facilities and infrastructure in implementing online learning.
- Online learning that has been running for one semester needs to be evaluated to see and seek improvements in the future, so that online learning that has been carried out can really run as expected without reducing learning objectives and meeting the learning outcomes of courses and learning achievements of study programs. There are many things that need to be improved by the University regarding the implementation of the online learning process in the next semester by considering the results of the evaluations that have been carried out for the last semester, while some things that need to be considered are as follows:
1. Students' responses to the application and platform used, 32.5% stated that they were satisfied with the application used, 30% did not have an opinion and there were 37.5% who had not approved the application used, so the need for dosesn to consider applications that were easy to use and accessed by students.
 2. 21.8% of students 'interest in online learning stated that they had high interest

- and 9.1% stated that they were very interested in online learning, by seeing the percentage of many who did not have an interest in online learning, which was 69.1%, this must be followed up with the lecturers' efforts to increase interest, for example by improving the media used, interesting learning materials and flexibility in attracting students' interest.
3. Students' responses about lecturers' discipline in online learning was 32.2% students agreed and 14% students strongly agreed. This number shows that there are still many lecturers who are judged by students to have no discipline in carrying out online learning, this is due to the timing of starting lectures, ending and schedules that are not in accordance with applicable regulations, this needs to be conveyed when the lecturer implements the lecture contract, it needs to be mutually agreed, because there are many obstacles in online learning related to time that must be fixed.
 4. Students' responses to online services for lectures and exams 32.7% students agreed and 12.7% students strongly agreed. This shows that online services carried out by lecturers have been able to reflect the implementation of lecture activities and exams, but more than 50% of students think that online services have not been able to reflect the objectives of conducting lectures and exams, this means that lecturers still have to try so that the online services provided remain. can reflect the learning objectives of the course, so that lecturers must be monitored by the study program in order to carry out learning as planned in the RPS.
 5. Online learning conducted by lecturers still has many obstacles among the difficulties faced by students in taking online lectures: most 76% of students have difficulty taking online lectures due to weak signals, other obstacles that prevent students from taking online lectures 74.5% 74.5% this is due to the limited quota they have, and other obstacles as much as 37.9% due to interference from family members and people around them.
 6. The obligations of lecturers in the online learning process are the same as offline learning which must be initiated by making a lecture contract to rules, lecture mechanisms, assignments and exams, explaining how the course objectives and so on, to ensure that this process is carried out. Based on students' responses in online learning, most students respond that lecturers 74.9%. deliver lecture contracts and 25.1% of the lecturers do not submit the lecture contract, this can be a consideration for the study program to monitor the online lecture process that the lecturer admits.
 7. The evaluation of the level of students' understanding of the material provided by the lecturer in online lectures, shows that as many as 19.4% of students can understand well while 80.6% of students find it difficult to understand the subject matter in online learning, this is because the calculation course requires a lot of practices which is supervised by the lecturer directly so that for online lectures the calculation course model becomes difficult to understand. From this evaluation, it is better if there is a tutorial model conducted by a lecturer who teaches calculation courses using media that can be watched by students, for example, videos posted on a link that are easy for students to access.
 8. The evaluation of the level of students' understanding of the material provided by the lecturer in online lectures, for theory courses as many as 36.8% of students can understand well while 63.2% of students find it difficult to understand theoretical subject material in online learning. There is also a need for encouragement for lecturers to be more interactive and communicative in

communicating in explaining online course material so that the material presented can be accepted by students of the same age with course learning outcomes.

9. The evaluation of the level of students' understanding of the material provided by lecturers in online lectures, for practicum courses shows as many as 16.4% of students can understand well while 83.6% of students find it difficult to understand practicum subject material in online learning. Then there must be efforts for solutions so that the learning outcomes of courses can be achieved for practical courses, a policy for compiling a lecture system for practicum courses even though it is carried out during the pandemic, for example by continuing to carry out practicum courses but with strict health protocols.
10. Online lectures can facilitate the delivery of moral values by the lecturers. The students responded that 41.2% had already conveyed it, and 58.5% had not conveyed moral values given by the lecturers. This needs to be followed up with the need for study programs to convey moral messages to keep paying attention to the achievement of learning achievements including the aspects of attitude, so that in every meeting the moral message about ethics is still conveyed properly.
11. Online lectures can facilitate active students' participation during class shows as many as 40% students state that they can participate well and 60% state that they could not participate directly. This shows that many students are passive only as listeners in online learning.
12. Students' responses to online learning can show the best performance in online lectures since as many as 43.1% students state that they were good and 57.9% of them state that the performance was not good. This must be pursued by

study programs and faculties to continue to monitor and make efforts to improve online learning performance.

CONCLUSION AND SUGGESTIONS

Based on the research results, it can be concluded:

1. Online learning media used by lecturers of Pekalongan University include: SIAKAD (Academic Information System) 68.3%, Google Classroom 97.6%, Google Meet 89.5%, Whatsapp 85%, Zoom 61%, and several media with a small percentage are Schology, Telegram, Youtube, Edmodo, Skype, Spada.
2. 32.5% of students stated that they were satisfied with the application and platform used, 30.9% of students expressed their interest in online learning, 46.2% of students stated that lecturers were disciplined in online learning, 45.4% stated that lecturers provided online services for lectures, 76% of students stated that they experienced difficulties in taking online lectures, 74.9% of students stated that the lecturer delivered the lecture contract, 80.6% of students stated that it was difficult to understand the subject matter of the count in online learning, 63.2% of students said it was difficult to understand the material theory courses in online learning, 83.6% of students stated that it was difficult to understand practicum subject material in online learning, 58.5% of students stated that moral values had not been conveyed by lecturers in online learning, 40% of students stated that they could participate well in learning online, 43.1% of students stated that online learning performance was good.
3. Students' satisfaction in online learning was very good.
4. Constraints faced by students in online learning include: Internet network,

limited quota, interference from family members and people around them.

Based on the conclusion, the researchers give suggestions and recommendation as follows:

1. Lecturers need to increase students' satisfaction and interest through the ability to use interactive and interesting online media applications and platforms.
2. Lecturers must continue to instil moral ethical values so that the learning outcomes of courses including attitudes, knowledge and skills can be realized through moral messages in every learning material
3. Lecturers have to carry out the learning process in accordance to predetermine standards including learning planning, implementing and evaluating the learning process.
4. Lecturers must design learning content in accordance with course achievements so that they must choose the right media to be used by considering theory, calculation and practicum courses
5. The study program must monitor and evaluate the implementation of learning carried out by lecturers so that students are discipline in the learning process.

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