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Online Learning During the Covid-19 Pandemic and Its Physical Impact on Lecturers

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ABSTRACT

Online learning during a pandemic that is carried out continuously with serious concentration can have an impact on one's physical health. Based on the phenomenon found, in online learning in the Department of Sendratasik, FBS Unesa, there were physical complaints from lecturers, such as: saturation, fatigue, and illness. The problem can be formulated: what is the physical impact of lecturers in online learning during the Covid 19 pandemic in the Unesa FBS ballet department? The research method uses descriptive qualitative, data collection techniques used: interviews, questionnaires, and documentation. Data source: FBS Unesa Sendratasik lecturer. Data analysis used descriptive qualitative, through the stages of data collection, data reduction, data presentation, and drawing conclusions. The results of the study: from a total of 24 respondents there were 3 respondents or 12.5% enjoyed online learning, did not feel a negative impact on the physical. A total of 20 respondents or 83.3% responded that there were negative and positive impacts. There are physical and health constraints, but also trying to be physically healthy. There is 1 person or 0.04% there are no obstacles, both negative and positive impacts. Respondents do not feel burdened in online learning. Discussion: most of the lecturers doing online learning did not apply the sitting position correctly, so there were physical problems. According to Putri (Awalbros.com), the correct sitting position in front of the laptop is by applying an ergonomic position, which considers the balance of body position with the use of the device. In addition, to reduce boredom in online learning, lecturers also need to be physically maintained and improve their health and fitness stamina. This method is done by moving motorically (light and entertainment) and according to Jusup (2010) can consume nutritious food and implement a healthy life to increase endurance. The emergence of a negative impact which is then accompanied by a positive impact will provide a solution to provide a balance for the implementation of online learning and the physical attitude of the lecturers in responding to it.

Keywords: *Online learning, Physical impact, Lecturer*

1. INTRODUCTION

The phenomenon of the outbreak of the corona virus pandemic has caused major changes in human life systems and society. The public is asked to stay at home and Work from Home, to break the chain of spreading more of the corona virus. As is known, the corona virus that started in Wuhan China has now almost hit people around the world. The number of positive cases of Covid-19 in Indonesia increased by 325 people. Thus, the total positive cases in Indonesia became 6,248 cases. Meanwhile, the number of cured cases increased by 24 cases. So that the total number of patients who recovered in all the provinces of Indonesia was 631 people. Meanwhile, the number of cases died from this case increased by 15 people. Thus, the total number of cases died due to positive Covid-19 to 535 people [18].

The research background is based on the fact that during the Covid-19 pandemic, academicians work from home. Various activities are carried out online, ranging from delivering learning materials, discussions with students, midterm exams, final semester exams, corrections, guiding theses and theses, testing everything is done online. Online activities that last for hours by observing devices, cellphones, tablets and laptops in the

same position, of course result in boredom and prolonged fatigue. The body will show symptoms that cause pain to be experienced by most of the lecturers.

Learning in the Sendratasik department is divided into two broad categories, namely practical and theoretical learning. These learning characteristics are characteristic of the Sendratasik department which teaches drama, music and dance by combining theoretical and practical learning. Practical learning for example for East Java dance, Balinese dance, Surakarta dance, choreography, composition, Keroncong, Pantomime, etc. Meanwhile, theoretical subjects are for example: KWU, Techniques for Writing Scientific Papers, Seminars, Research Methodology, etc. There are 27 lecturers in the Sendratasik Department, with the composition of 8 PhD graduates, the rest are master graduates. The Sendratasik Department has two study programs, namely Sendratasik Education Study Program and Music Arts Study Program. They teach theoretical and practical courses.

Lecturers usually work offline, by coming to the office from 8 a.m. to 4 p.m., a lot of physical activity is done, online learning can no longer do that. Automatic activities only in front of cellphones, tablets and laptops, sitting with high concentration. Some lecturers complained about back pain, stinging eyes, stiff joints from constantly staring at the device monitor screen, etc.

This research is specifically directed at learning theory in the Sendratasik department of FBS Unesa, by taking samples of several theoretical courses that came out in the even semester of 2019/2020, both in the Sendratasik education study program and the music arts study program. For lecturers in the Sendratasik department, not doing physical activity as was done before the Covid 19 pandemic was torturous. Where previously they could practice teaching dance, music and drama activities to their students, but now it can't be done anymore. Learning is all done online with various advantages and disadvantages.

Research related to online learning during the Covid 19 pandemic has been conducted by several researchers. However, research that includes physical impacts for someone who carries out online learning and especially what happens to lecturers / lecturers in the Sendratasik department has not been done much.

Therefore, in this study, the goal of urgency is specifically aimed at problems related to a person's physical impact due to only doing online learning activities, which is to focus on visual activities only. For Sendratasik lecturers who usually carry out complex learning activities, after the Covid 19 pandemic they are practically unable to carry out these activities. Sendratasik lecturers only do online learning activities at home through cellphones, tablets, or laptops. This activity gap can result in a physical impact for Sendratasik lecturers, who are initially active and then become passive because they only work in front of a laptop. This is the main problem, so researchers are interested in bringing this topic into this research.

Based on the conical background, the researcher formulated a problem, namely, what was the physical impact of lecturers in online learning theory courses during the Covid 19 pandemic in the Unesa FBS ballet department? The purpose of this study is to describe the physical impact of the lecturer, negative and positive.

2. METHODS

This type of research used in this research is descriptive qualitative. The research subjects were lecturers in the Sendratasik department who carried out online learning in theory courses. This study will describe the physical impact of online learning on the theoretical course in the FBS Unesa Sendratasik department.

According to Sugiyono [13] qualitative research is research that tries to understand phenomena in their natural settings and context, meaning that researchers do not try to manipulate the observed phenomena. The qualitative research process takes a very flexible form which will be determined by findings during the research process. Furthermore, Soegiyono [13] explains that a qualitative descriptive approach is research that describes the object of research based on visible facts or according to facts and realities in the field.

The research location is in the Department of Sendratasik, FBS Unesa. The research setting was conducted online, which meant that it was not physically carried out in the Sendratasik building of FBS Unesa. This is because the research was carried out during the Covid pandemic, so it was not possible to have face-to-face contact with respondents. In this regard, data collection was also carried out online, using questionnaire distribution techniques, interviews, and documentation. The interview was conducted using unstructured interviews. Interviews were conducted with lecturers via WhatsApp App or direct telephone. In this case the WAG (What Apps Group) chat can also be evidence of the interview results. To get more complete data, researchers used a questionnaire which became one of the mainstays in data collection during the Covid 19 pandemic. The distribution of questionnaires was distributed to research respondents, namely 24 lecturers of the Department of Sendratasik FBS Unesa. Some of the research questionnaire questions were aimed at online learning theory courses. The questions in the questionnaire are of 2 types, namely optional and filling questions. All questions in the questionnaire provide data related to the implementation of online learning carried out by lecturers of the Department of Sendratasik, FBS Unesa. Documentation is a data

collection technique that is directed at archiving questionnaire data from 24 respondents and several archives in the Sendratasik department that can help complete this research data. Data can be in the form of grades, student assignments files, etc.

The stages of analysis were carried out through three stages of the flow model from Miles and Huberman [8] namely data reduction, data presentation and drawing conclusions. Data reduction is defined as the process of selecting, sorting and simplifying the data obtained through interviews and distributing questionnaires to 24 respondents, namely lecturers in the Department of Social Sciences, FBS Unesa, and archiving documents related to the required data. Presentation of data is transformed in the form of charts, tables and narrative. Furthermore, the verification will be carried out holistically of all the findings and existing data.

The validity step that will be taken is to hold discussions with various parties, both respondents and competent informants. Forms of validity techniques such as triangulation are carried out by researchers so that the data obtained is valid. The triangulation that was carried out included method triangulation and source triangulation. Triangulation methods used were interviews, questionnaires, and documentation. The implementation of this triangulation method is carried out, for example, to obtain data about the physical impact on lecturers, both negative and positive, by gathering information and questions through interviews and questionnaires. Meanwhile, source triangulation, to obtain data about the physical impact of lecturers and online learning, was addressed to several respondents and informants with the same questions. Some of these methods are used by researchers so that the validity of the data in the study is obtained.

3. RESULTS AND DISCUSSION

3.1. Result

At the beginning of the study, researchers obtained data from distributed questionnaires and interviews by telephone and video call to several lecturers in the Sendratasik department. This data collection was carried out to determine the initial benchmarks for the physical condition of the lecturers in online learning. From the lecturers' input, data shows that, there are obstacles / obstacles experienced, including:

1) There are still students who do not have access, but even though they are late they can be connected and still served,
2) Students who ask to study through the WA Grub because many of their homes in villages have difficulty accessing the internet
3) The staging practice obstacle is replaced by the practice of creating a performance scenario.
4) If Vinesa is not working well, the participants go out and there on their own, so it is not optimal
5) Using Zoom, the sound is good, the sound is clear, the image is clear, and the participants are easy to access, it's just that lately, with the bad news, using Zoom has finally changed to using Google meetings, pretty good. It's just limited time
6) For students in mountainous areas, it is not always possible to take this online lecture, because the signal is unstable
7) For practical courses, even though the lecture is already running, it cannot be maximized because the lecturer cannot immediately correct the techniques and movement styles performed by students, because usually only through verbal language

While the advantages / advantages that are obtained, namely:

1) Lectures can still run with Whatsapp group, students can send presentations via recording, Power points are sent via Whatsapp and get student responses. For absence, students are asked to actively ask, and selected questions will receive a response.
2) The assignment is sent via email, namely making lesson plans, complete with media descriptions and learning scenarios.
3) Feed Back is sent via email
4) Mid-Term Exam and Final Exam, variations with applications, and with assignments done at home
5) Use V nesa is not limited to time so you can freely discuss it
6) Whatsapp group is quite effective, because the quota is cheaper so that all students can join
7) Practice videos, can help control and evaluate student learning outcomes but are less effective

Based on the questionnaire and interview data, it can be seen that lecturer activities during online learning spend a significant portion of time in service and learning guidance to students. In addition, lecturers must be responsive to adjusting to student conditions, when there are students whose homes have difficulty getting internet signals. Thus, lecturers can adjust their online learning communication method by using several choices of platforms that suit the conditions.

In addition, the initial data from the questionnaire obtained were still focused on online learning topics only, both constraints and advantages. Therefore, researchers conducted data retrieval through interviews and questionnaires to complete the unmet data needs.

In the questionnaire distributed to lecturers, there are 13 questions, which include choice and filling questions. There are 5 optional questions, namely question no. 1, 2, 3, 4, and 8, while there are 8 questions to fill in, namely question no. 5, 6, 7, 9, 10, 11, 12, 13. Some of the questions in the questionnaire were related to the time required for online learning, the number of students being guided, time for guidance, physical complaints and how to overcome them, negative and positive impacts, and tilt between physical complaints and solutions to overcome them.

Based on data obtained from 24 respondents, namely lecturers of the Department of Sendratasik, FBS Unesa, who carried out theory learning, there were 3 respondents or 12.5% of the total 24 respondents who strongly agreed with online learning that is currently applied. This means that these respondents only feel a positive physical impact when doing online learning. The 3 respondents did not feel the negative impact felt by the physical when doing continuous online learning. In fact, these respondents really enjoy doing online learning. This is because they have prepared a careful design regarding the material, the platform used, communication with students, and feel more comfortable because it is more effective. From these reasons, online learning is felt to be more profitable for them. Psychologically, there is a feeling of comfort and liking which has a good effect on their physical health condition.

Meanwhile, of the 24 respondents who gave their responses, there were 20 respondents or 83.3% of the 24 respondents who gave their responses. Most of the 20 respondents answered that there were negative impacts and positive impacts in online learning. The 20 respondents said that online learning carried out in 1 day for 3 to 4 hours, even up to 6 hours continuously can cause physical problems and have a negative impact on health. There were 1 person or 0.04% of the total 24 respondents who gave their responses that there were no obstacles, both negative and positive impacts. This means that the respondent in doing online learning does not make a burden on his job. Trying to carry out work without burdening the mind. To be healthy and not burdened.

Respondents often complained about their body's poor physical condition when carrying out lessons. This is because the body is sitting for a long time and staring at the monitor screen continuously. The complaints that are felt include: tired eyes, feeling sore, causing frequent tears, increased cylinder size and minus; headache; neck, shoulders, back, hips are often stiff and sore; the feet are swollen and feel stiff, the knees when used to stand up after sitting for a long time become stiff and drag.

Meanwhile, the physical impact felt positively for respondents, namely by changing learning from face-to-face to online learning, the lecturers would take better care of their physical health by managing and managing their time as well as possible. This means that when they do online learning within a certain period of time they can take time to take a break. There are many ways that respondents take the time to get rid of boredom and fatigue. Activities carried out by respondents so as not to get bored and bored include: breathing fresh air in the yard while looking at green plants, watering plants, karaoke at home with family, listening to music while dancing or moving the body, walking around the house to relax feet, watching TV, doing activities in the kitchen, relaxing coffee, chatting with family, grandchildren, sleeping, etc.

In addition to the physical impact felt by respondents, there are also other variables that accompany online learning activities, namely the relationship between online learning carried out by respondents. Online learning is an activity carried out by lecturers when holding PBM during this pandemic. The implementation of online learning has problems and has benefits too. Several lecturers as respondents gave responses regarding time, learning services and guidance, platforms used, signals, variations in methods, materials, etc.

The positive side of online learning, namely learning services is very varied, of course the strategy and material content are maximized so that students do not get bored. Apart from that it is time-effective, it does not require going to campus so that it can be economical in transportation; freedom in choosing the time according to the agreement between the lecturer and the student; alternative platforms can be chosen according to the agreement with students, several variations of online methods can be used so that the material can be understood by students well; material can be packaged in a more planned and programmed manner, so that it is more practical in conveying it to students; utilization of IT, developing IT and easier learning.

The negative side of online learning was felt more by respondents, such as: the time needed to be longer and longer. Sometimes students have material that is not understood, so that services in learning and instructional guidance are longer and the time needed is longer. Sometimes the internet signal is hampered because the student's residence is a little far from internet coverage. Learning is more monotonous and cannot freely move freely, this is related to the characteristics of learning in the Sendratasik department which combines theory and practice and tends to or the majority of practical learning. Communication is not smooth because of technical problems. Not holding direct face-to-face learning meetings and being replaced with face-to-face online (online), so sometimes the material is not conveyed well. The condition of students' understanding in receiving material delivered online / online is the

problem because communication can be different in acceptance and understanding.

3.2 Discussion

Based on the background in this study, the focus of the problem is the physical impact on the health of lecturers when carrying out online learning. In the research results, the reality of the physical impact has been described from the data from the respondent's questionnaire and the information obtained by the researcher. The physical impact of lecturers as the main variable has been described in 2 parts, namely negative and positive impacts.

In the previous explanation, it has been described about the negative physical impact for lecturers when doing online learning. The characteristic of online learning activities is that it requires a sitting position at the laptop. Sitting with the construction of a sitting position in front of a laptop with an indefinite time, and it is done continuously and requires high concentration; it can result in some physical constraints on a person. As stated by Putri, Intan Octaviani Ayu [19]. that the ergonomic position, namely the posture and body position when in front of a laptop or computer device, taking into account the balance of the position of the device with its users. This ergonomic position is often performed by workers or someone who often works at computers and laptops. The position facing the device is often not in the correct posture, which can cause physical health problems or disturbances. The advantages of applying an ergonomic position when working at a computer or laptop, namely: reducing fatigue in the legs, reducing the risk of pain in the spine, reducing energy used for work. Furthermore, according to Putri, the ergonomic position in question is:

1) Head and body upright, head position slightly forward.
2) The object to be reached is a maximum of 15 cm above the work platform.
3) If possible, use a table that can be adjusted down and up
4) Use an anti-glare screen (filter screen) or wear colored glasses
5) The position of the head and neck must be upright with your face facing directly to the screen. The neck should not be bent, because it can cause neck pain
6) The position of the back is upright, not tilted to the side, not bending over, and not leaning too much back. For that we need a good and comfortable seat
7) The position of the shoulders that is not too raised and too down. If the muscles are still tense, the position is not correct
8) A good arm position is when typing and using the mouse comfortably. Each person has his own comfortable position. A good arm position is at the side of the body, and the elbows form a greater angle of 90 °
9) The position of the feet should be resting on the floor or footrest, and the entire foot of the foot touching the floor and the elbows at an angle of not less than 90 °
10) Rest and stretch your body so you don't get stiff for 10 minutes / can do stretching movements together. This movement is also very useful to raise enthusiasm for work
11) For keyboard use, the fingers on the keyboard should not be for a long time, in order to avoid muscle pain. Then do stretching when the body feels tired and stiff. The recommended times are at 10.00 WIB and 15.00 WIB to increase enthusiasm in working for Equations

Based on the questionnaire information data obtained by researchers, most of the lecturers when doing online learning activities, not all of them apply the correct sitting position when dealing with a laptop or computer device. Moreover, online learning activities are carried out continuously for an indefinite period, even more than 5 or 6 hours a day. Of course this will cause burnout, fatigue, and physical pain, as has been conveyed to several respondents. This is also reinforced by Putri's opinion that working continuously in front of a laptop / computer can cause interference with the skeletal muscle system due to repetitive work, abnormal posture, lack of rest. This disorder begins with symptoms of aches and then mild pain, after accumulating for a long time the pain will be felt in the long term [19].

In addition, with the pattern of online learning activities that rely on laptops or computers as the main devices during this pandemic, lecturers' physical stamina needs to be maintained and increased in health and fitness. There are many ways that lecturers have taken when facing boredom from working all day in front of a laptop, both motoric movements, such as: walking in the yard or in the house, dancing while listening to music, light exercise, or just moving physically by doing homework light, such as watering plants and interacting with family. Likewise, consuming nutritious foods to adopt a healthy life and increase endurance. This is also explained by Jusup [19] that there are 10 ways to increase endurance can be done by implementing a healthy lifestyle, namely: 1). Avoid stress and be relaxed or relaxed, 2). Eat fibrous foods and contain antioxidants, 3). Consume foods rich in vitamins and minerals, 4). Exercise regularly, 5). Get enough sleep,

6). Maintain food hygiene, 7). Maintain nutritious food, 8). Eat warm and watery foods, 9). Get social, 10). Sun.

The explanation of the discussion of negative physical impacts on lecturers in online learning will lead to discussion of positive physical impacts for lecturers. The opposite positive and negative poles will always be a balance in every activity in online learning.

Respondents provided data information about positive physical impacts, that when physical constraints arise when implementing online learning, the lecturer tries to manage time well, so that there is no burnout and fatigue. When should they work in front of a laptop and when should they take a break. Tips for paying attention to health is by seeking intermittent movement of the body, pleasant light movements, consuming nutritious food, getting enough rest, and understanding and paying attention to how to work in front of a laptop so that fatigue is reduced.

As the opinion expressed by Ayu and Jusup [19], an explanation of the agronomic position in the use of laptop / computer devices and how to increase endurance and manage a healthy lifestyle can also provide confirmation of the respondent's answers related to the emergence of a positive physical impact for lecturers who carry out online learning. The emergence of a negative impact which is then accompanied by a positive impact will provide a solution to provide a physical balance for lecturers in carrying out online learning.

Online learning activities are learning activities carried out by lecturers and students during the Covid pandemic. Online learning is a distance learning model that can be done anywhere by relying on internet signals. Through online learning, the teaching and learning system can be designed and programmed to facilitate effective learning for its users. There are several institutions/institutions that have implemented online or long distance learning before the Covid pandemic, such as the Open University (UT), Teacher Room tutoring, and tutoring institutions that apply learning methods through module or material packages, and those that other.

In general, how to learn through online provides a major portion for teachers (lecturers/teachers) involved in direct non-face-to-face learning systems. There are 3 main tasks in designing and implementing distance learning, according to the Distance Learning Guide for Teachers of the Directorate General of Teachers and Education Personnel of the Ministry of Education and Culture (2020), that the 3 main tasks include: 1). What, namely content or content related to the material being taught, coordinating with the principal, following curriculum changes and adjusting applicable policies; 2). Who is the current learning profile, conditions, and needs, who also need family support; 3). How to design and implement Distance learning. This design and implementation relates to assessment, support, resources, structuring learning, and the support and feedback provided to students.

Some of the things that were conveyed in the distance learning guide had the harmony of online learning carried out by lecturers in the Unesa Sendratasik department. The information collected from interviews and questionnaires provides input data that the respondents also provide positive support for current IT developments. Thus, it will provide opportunities for lecturers to improve their understanding of IT. Lecturers can plan online-based learning material designs so that the implementation of learning is more effective. The impact of technological advances accompanied by technological advances can provide motivation in developing competencies in the IT field. However, every teacher, lecturer or teacher, in their learning, continues to develop a creative mindset in facing the progress of the times.

4. CONCLUSION

The situation of the corona covid-19 virus pandemic, which is a phenomenon, has had a major effect on changes in people's lives today. The condition for the continuity of learning has inevitably followed the changing situation, namely by implementing online learning.

Online learning that has been carried out in the Sendratasik department of FBS Unesa requires all lecturers to follow the flow of change. Armed with the standard skills in online learning that lecturers have, they try and learn to keep up with these changes. Old situations and habits in face-to-face learning are sometimes still attached, so when doing online learning there are several obstacles that accompany it. The characteristics of learning in the Sendratasik department that combine theory and practice certainly have their own consequences for lecturers when learning is done online.

The physical impact felt by lecturers when implementing online learning can have negative and positive consequences. Physical complaints that are felt to have an impact on unstable health have an impact on the on-line learning. Indeed, there are also lecturers who feel comfortable in online learning, because they benefit from the practical and efficient function. However, when online learning is implemented and the body's situation is not ready and familiar when doing it, it is certainly natural that a reaction appears as a form of negative impact.

The emergence of negative physical impacts accompanied by positive impacts for lecturers who carry out online learning has a causal relationship. That is,

when there are obstacles in carrying out an activity, a person tends to try to find solutions to provide a balanced situation. So that online learning activities can continue and for lecturers who still feel obstacles, they will certainly look for balance efforts. This balance is sought by adjusting physical health conditions, physical readiness to work using a laptop device, and understanding well the principles of online learning. Thus online learning that is carried out can continue and its continuity becomes an alternative answer to learning in the future era.

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