Barriers and Solutions in Online Learning During the Covid-19 Pandemic, Indonesian Language Education Students at the Riau Islamic University

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ABSTRACT

This study aims to determine the obstacles and solutions in online learning during the Covid-19 pandemic in UIR Indonesian Language Education study program students. The research method used a survey method of one hundred and sixty-five respondents. Based on the data, it was found that in general the respondents did online learning and carried out online learning according to the lecture schedule set by the faculty. Material information obtained through online learning is generally accepted by students. More than five applications are used in online learning but the one that is mostly used is WhatsApp Groups. Respondents are accustomed to learning with an online system so this shows that an online system can simplify the learning and guidance process. However, there are several obstacles such as more internet quota usage, unstable internet network, and less IT mastery which are major aspects that interfere with the online learning process. This obstacle certainly affects the psychological condition of the respondents. In the presence of the Covid-19 outbreak, online learning can be used with consideration of the conditions of students and lecturers, so that they will be accustomed to adjusting to the online system and learning can be carried out well.

Keywords: Learning, online, students

1. INTRODUCTION

The unexpected situation that has befallen Indonesia and even the world today in the form of the Covid-19 virus outbreak has brought drastic changes in various sectors, one of which is the education sector. The development of the virus spread very quickly. Every day the data of people infected with Covid-19 is increasing. Indonesia is one of the countries designated as a national emergency. The death rate due to Covid-19 has continued to increase since it was first announced that there were people who were positive for the Covid-19 virus in early March 2020. Until now, the spread of the corona virus in Indonesia is increasing every day and this is very dangerous for students and students [1]. This affects the changes and policy updates to be implemented. A new policy has also occurred in the world of education, which changes the learning system that is usually done face-to-face to learning at home or what is more commonly called online learning. The government's recommendation to stay at home and physical and social distancing must be followed by changes to the face-to-face learning system to become online. Based on the results of a study which explains that closing schools or colleges and being diverted to online learning during the pandemic period will prevent and break the chain of spreading Covid-19[2]. Riau Islamic University is one of the colleges currently participating in online learning. The application of learning from home certainly affects the conditions of

students and lecturers who teach at the Islamic University of Riau. [3] [P: 7-8] states that learning through networks has potentials, including: meaningful learning, easy access, and increased learning outcomes. In the context of online learning, students can interact quickly and directly with two-way text, images, sound, data, and video, with tutor guidance [4]. Online learning for students aims to have flexibility in learning time so that they are not bound by time and can study anytime and anywhere [5]. Furthermore, distance learning provides opportunities for students to study anywhere and under any conditions [6]. One of the benefits obtained from online learning is that it is not constrained by distance and time, but the application of an online learning system is not as easy as we imagine, there are several aspects that must be met first so that this goal can be achieved [7]. In this online learning there must be obstacles such as signal strength which greatly affects the online learning process.

Previous studies of online learning have been conducted by several researchers. Based on the latest data, (1) research on online learning analysis during the WFH Pandemic Covid-19 as a challenge for 21st century digital leaders [8]; (2) research on 21 reflections on online learning during the Covid-19 emergency [9], (3) research on the use of the Ministry of Education and Culture's learning house portal as an online learning medium in elementary schools [10], and (4)) research on the impact of Covid-19 on the implementation of online learning in elementary schools [11]. From several studies that have

been mentioned in general, the results of the research explain that the learning process is less than optimal during the Covid-19 pandemic.

Online learning barriers and solutions are important aspects that must be studied in depth. The existence of obstacles in the learning process can reduce student interest in learning. The factors that are key to the success of online learning are the availability of facilities and infrastructure [12]. University and lecturer support is an important aspect that supports the success of online learning [13]. This online learning is a process of transforming conventional education into digital form so that it has its own challenges and opportunities [14]. Therefore, any obstacles that exist in the online learning process must be able to find solutions so that online learning can run smoothly as expected. Therefore, research on obstacles and solutions to online learning systems needs to be done. It is hoped that the response obtained can describe the process of implementing online learning in the midst of the current Covid-19 epidemic and be used as basic information for related parties in determining online learning policies, especially prospective teachers and education personnel.

2. METHOD

This research uses descriptive qualitative research methods. The technique in this research is survey technique. Survey techniques are techniques used to collect information from a number of people about a particular topic or issue [15] . This research was conducted on 4-10 June 2020 with a total number of respondents as many as 165 students of the Indonesian Language Education Study Program, Riau Islamic University. The data in this study were obtained through filling out a questionnaire in the form of a questionnaire that was distributed to all respondents in the form of google form. Furthermore, the collected data were analyzed for description.

The questionnaire in this study consisted of several questions, namely student personal information, (1) whether online learning was carried out or not; (2) Whether online learning is carried out according to the lecture schedule set by the faculty; (3) How the information is obtained from online learning; (4) What media are used for the online learning process; (5) Are respondents familiar with online learning; (6) Does the online learning system facilitate the learning process and final assignment guidance; (7) Are there any obstacles in the online learning process; (8) The effect of obstacles on the respondent's psychological condition and the activities carried out as a solution to solving the obstacles mentioned earlier. (6) Does the online learning system facilitate the learning process and final assignment guidance; (7) Are there any obstacles in the online learning process; (8) The effect of obstacles on the respondent's psychological condition and the activities carried out as a solution to

solving the obstacles mentioned earlier. (6) Does the online learning system facilitate the learning process and final assignment guidance; (7) Are there any obstacles in the online learning process; (8) The effect of obstacles on the respondent's psychological condition and the activities carried out as a solution to solving the obstacles mentioned earlier.

3. RESULT AND DISCUSSION

3.1. Brief Profile of Respondents

Respondents in this study were students of the Riau Islamic University FKIP, Indonesian Language Education Study Program. The number of respondents was 165 people. The data on the distribution of respondents consisting of four classes are as follows.
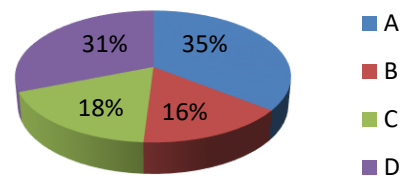

Figure 1 Distribution of Respondents Who Filled Out the Research Questionnaire

Based on the figure, it is known that of the 165 students who were spread out into four classes A, B, C, and D who filled out the questionnaire the most responded were class A as much as 35%, the next order was class D students as many as 31%, the next sequence was class students. C as much as 18% and the last order of class B students as much as 16%.

3.2. Conditions of Online Learning

The conditions of online learning that are discussed consist of the implementation of learning, the time of implementation, the information obtained, the media used for online learning, the habit of students with the online learning system, and the influence of the online learning system on the ease of the process of mentoring and lecturing students during the Covid-19 pandemic. To be clearer, it can be seen in the image below.
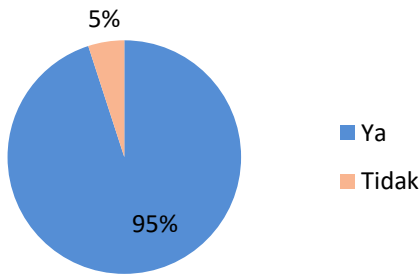
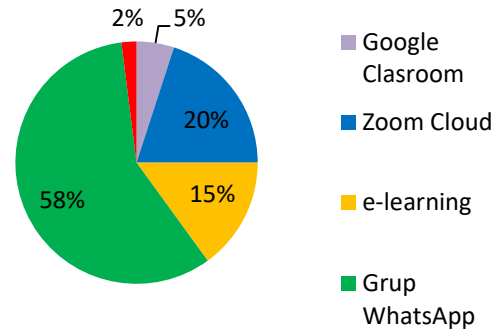Figure 2 Online Learning Implementation
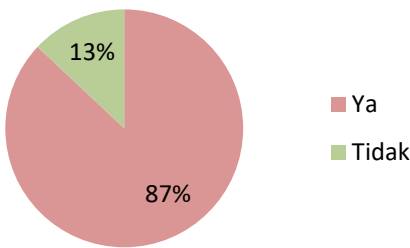

Figure 6 Media Used in Online Learning
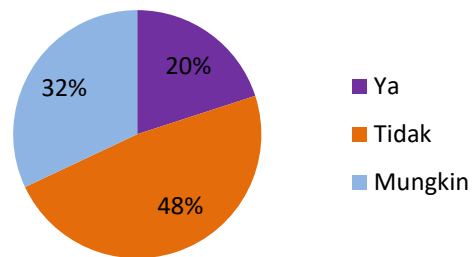

Figure 3 Online Learning Implementation Time

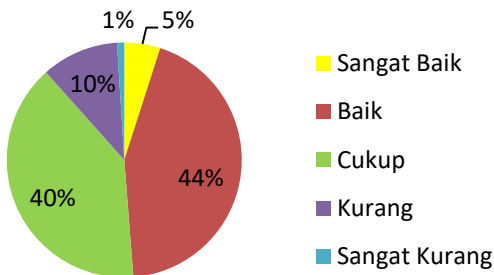Figure 7 Online Learning Systems Facilitate the Learning and Guidance Process

3.3. Discussion

Based on the results of the research described above, it is known that respondents answered various questions. Figure 2 explains that as many as 95% of students learning online and 87% of the time for implementation stated that it was in accordance with the time set by the faculty, while as many as 13% of online learning did not match the time set by the faculty. The Covid-19 outbreak certainly has a major effect on the conditions of online learning for students, students and educators. Students and lecturers need to adjust their time to the lecture schedule because lectures are not only held during the work from home period, but there are other agendas for both students and lecturers. Then,

Information obtained from the online learning process shows that more than 44% stated that the material obtained by students when learning online was good, 40% stated that they received enough information, 10% said it was lacking, while only 5% said that the material obtained by students was good. This is also caused by several factors, including student habits during the learning process. When the learning system is carried out offline and the material is delivered using the lecture method, students generally only listen. When the online learning system is implemented, understanding the material with the instructions that have been explained is still a challenge for students, so that some students find it difficult to

Figure 4 Online Learning Process (Information, Delivery, etc.
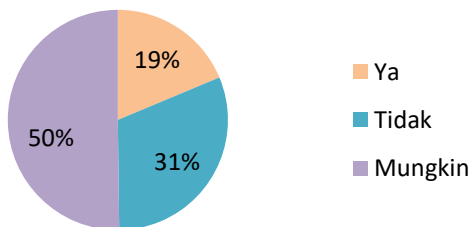
Figure 5 Habits of Implementing Online Learning

understand lecture material, especially the signals in the area concerned are weak. The condition of respondents in terms of whether they are familiar with online learning systems as shown in Figure 5 shows that 69% feel that they are familiar with this online learning system, while the remaining 31% stated that they are not familiar with this system. Based on the data obtained in the study, it shows that not all students are familiar with the online learning system. Habits in this case are certainly an important factor in determining the success of learning with an online system. Based on the data obtained in the study, it shows that not all students are familiar with the online learning system. Habits in this case are certainly an important factor in determining the success of learning with an online system. Based on the data obtained in the study, it shows that not all students are familiar with the online learning system. Habits in this case are certainly an important factor in determining the success of learning with an online system.

Furthermore, in Figure 6, the media used in online learning shows that the WhatsApp Group is the most widely used media (58%) in this online learning system. The WhatsApp group is considered to be easier to use in delivering lecture material and the technological age, as currently WhatsApp is no stranger to students. When viewed from these data, there are 5 media used in online learning. In one course, several media can be used to deliver material such as edlinks, google class rooms, and so on. In general, each institution has special media to support the learning process with an online system.

This online learning system for some respondents can facilitate the learning process and guidance, this is evidenced by 68% of respondents' responses. The remaining 32% stated that this online learning system could not make the learning process easier. This is because respondents are accustomed to face-to-face learning and mentoring.

3.4. Online Learning Barriers and Solutions

Learning with an online system implemented by the Riau Islamic University, the Indonesian Language Education Study Program, which is the object of this research, certainly raises several problems that become obstacles. The image below shows some of the obstacles experienced by respondents during the learning process with this online system.
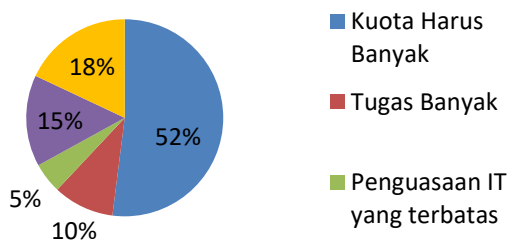

Figure 8 Barriers to the Learning Process with an Online System

Based on Figure 8 above, it can be seen that some of the obstacles in learning online systems, ranging from large quota, multiple tasks, limited IT mastery, unstable networks, and so on.

Of the many obstacles experienced by respondents, the most common obstacle experienced by respondents during online lectures, namely consuming a lot of 52% quota, then 18% of respondents stated that all the options they gave them experienced, then 15% of respondents experienced unstable network obstacles, as much as 10% have a lot of tasks, and as many as 5% experience limited mastery of IT. 30.6%. Of course, all of the factors mentioned above need the right solution from both the campus and the respondents themselves. For example, student complaints about the large use of quotas when using online learning applications should be provided by the campus to provide quota assistance to students so that students who cannot afford the quota can still take online lectures. Furthermore, the campus should also provide low-quota applications such as e-learning. In this case, the Riau Islamic University has provided an e-learning application that does not require a large quota to access it. In addition, currently Riau Islamic University has also provided assistance in the form of free quota of tens of Giga Bite (GB) by collaborating with providers to access educational services. Weak networks in the respondents' areas are also an obstacle in the learning process with an online system. It has been mentioned above that the internet network is the main thing in online system learning, because it is related to the smoothness of the learning process. The existence of respondents who are far from the city center or far from the reach of the provider network certainly cannot carry out the learning process smoothly. The obstacles experienced by respondents when learning online affected the respondent's psychological condition. Only the respondents themselves can overcome this, considering mental health is the most important thing to pay attention to and maintain.

4. CONCLUSION

Barriers and solutions in online learning are interesting topics during the Covid-19 pandemic. Based on the current condition of students, digital system learning can be done. However, this can have an influence on the psychological condition of students considering that there are several obstacles they experience so that there needs to be other solutions such as doing some activities that can relieve and solve various problems that arise in the online learning process. This online learning system can be used as initial capital for students where the output will later become a teacher so that later it will be easier and more familiar to carry out learning online with various media.

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