

Evaluation of Learning Process in the Agricultural Extension Study Program Andalas University During the Covid 19 Pandemic

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ABSTRACT

This study aims to describe the learning process in Agricultural Extension Study Program during the Covid-19 pandemic. Using the survey method, data were collected from 13 courses with 325 respondents. The results of the study indicate that around 70% of lecturers use video conferences as learning media with an intensity of 6-7 meetings. The downside of using video conferences is network constraints. These complaints are especially common among students in rural areas. For this reason, it is recommended that lecturers can record lectures and upload them on iLearn, an online learning platform provided by Andalas University.

Keywords: *learning process, learning media.*

1. INTRODUCTION

Education is a process to change behavior both related to attitudes, knowledge and psychomotor skills (Mediawati, 2011). The success of a learning process is determined by several things, including the readiness of lecturers, students and supporting facilities. The readiness of lecturers includes lecture plans, readiness of lecture materials, and the use of effective learning facilities. Students' readiness can be seen from their willingness and ability to access the lecture materials and their attendance in lecture sessions. Lecture support facilities refer to the facilities provided by the campus in facilitating the learning process.¹

The COVID-19 pandemic has forced lecturers to become "technology literate" and adapt to change. Whether we like it or not, distance learning must be implemented, and this, of course, necessarily requires the use of information and digital technology. This is occurring not only in Indonesia, but also in other parts of the world. As Shenoy, Mahendra, and Vijay (2020) discovered in India prior to the pandemic, there was an initial rejection of the use of virtual technology, but the pandemic has forced teachers to use virtual technology to conduct distance lectures. And as a consequence, there has been a revolution in higher education in India.²

1.1. This study demonstrates the following research question

How does the learning process take place during the Covid 19 pandemic?

1.2 Research objective

To evaluate the learning process in the Agriculture Extension Study Program during the Covid 19 pandemic.

2. METHODOLOGY

The research method is a survey and based on quantitative data collected from 13 courses by 16 lectures in agriculture extension. Data collection is done using google forms with 315 respondents.

3. RESULT AND DISCUSSION

The success of the learning process is not only determined by the ability of the lecturer in preparing and conducting lectures but also by the use of appropriate media and the participation of student.

3.1 Preparation and implementation of lectures during the COVID-19 pandemic

Before starting the lecture at the beginning of the semester, the lecturer must make a lecture plan called a semester learning plan (RPS). The goal is that lectures have a clear and measurable direction in line with the learning outcomes that have been set by the study program. Of the 13 courses evaluated in the Agricultural Extension Study Program, all of them have RPS, but only six courses were arranged on an OBE basis.

RPS is distributed to students in the first week of lectures. This aims to make students aware of the lecture materials that will be completed in one semester so that they can prepare themselves to search independently for relevant reading sources. The RPS must be easily accessible to students. From the results of the study, it was found that there were 2 RPS for courses distributed by lecturers through WA, 11 RPS for other courses that could be accessed on iLearn.

The implementation of lectures during the COVID-19 pandemic was dominated by the lecture method combined with a question and answer session. However, as stated by the lecturer, in the question and answer session, not many students used it. The choice of lecture method was influenced by the selection of learning media. Lecturers who use video conferencing media apply the lecture method, which ends with a question and answer session before the lecture ends. There are as many as 85% of lecturers who apply it. The remaining 15% of lecturers use the discussion method and the question and answer session (without lectures) which are carried out via Whatsapp.

3.2. The use of learning media

Many lecturers initially resisted the change when they had been asked to conduct virtual classes for students. The COVID-19 pandemic has forced lecturers to change their mindset and adopt technology that allows them to conduct virtual lectures. The pie chart below shows that the most widely used virtual media are video conferencing media (Zoom, MS Team, etc.), Whatsapp, iLearn and others. The following data illustrates the use of learning media carried out virtually.

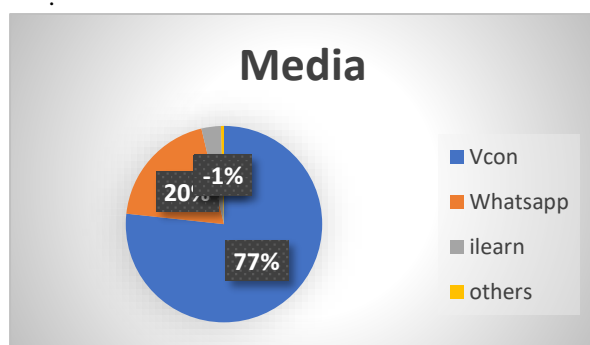


Figure 1. Implementation of virtual learning media

The use of video conference media such as zoom meetings, MS Team and others has both benefits and challenges. One advantage is the possibility of doing online lectures and getting feedback directly from students. In addition, the use of conference video allows students to better understand the materials discussed because it combines more than one use of the senses, namely audio and visual. Despite its various advantages, this media also has a disadvantage: lectures will immediately be disrupted if there are obstacles to the signal or network.

In general, video conferences media has been widely used and is considered the most effective. Research conducted by Schramm (1977) reveals that the use of video conference media in the learning process is very effective. He stated, one of the functions of learning media is as a communication tool to further streamline the learning process.³

The frequency of the use of conference videos in lectures in the Agricultural Extension Study Program can be seen in the following chart:

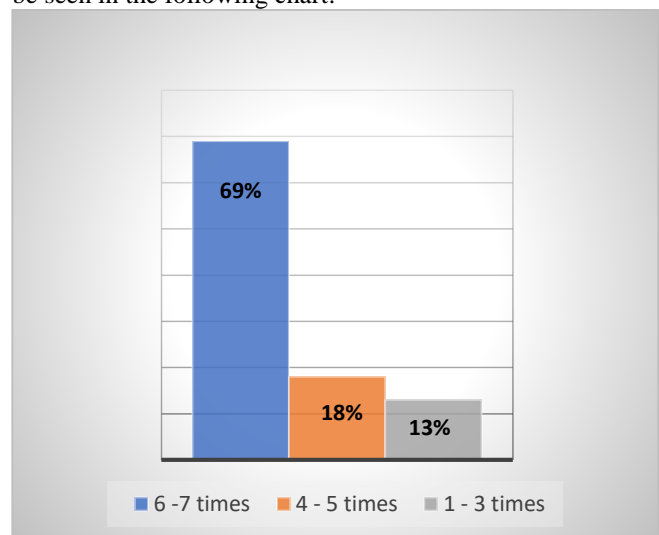


Figure 2. Intensity using video conference for lectures

From the data on the chart, it appears that the intensity of the use of conference video media is as much as 6-7 times. Lecturers who do not fully use video conferences complete it by using Whatsapp and iLearn media.

3.3 The students' participation

The use of digital media in the learning process during the Covid 19 pandemic, as recognized by lecturers, has made student participation in the lecture process decrease. According to Sukidin (2010), there are at least three causes of low student participation in the teaching and learning process in the classroom, namely: 1) due to lack of ability to formulate their own ideas; 2) lack of courage in expressing opinions to others and 3) not used to compete in expressing opinions with others.⁴

However, if we look at the student attendance data (7 meetings before the mid-term exam) the number is quite high which is about an average of 95% per meeting.

In general, the main obstacles in the implementation of lectures virtually are:

1. Unstable internet connection.

Most students attend online lectures from their villages where network availability is often problematic. Signal or network problems also occur when the weather is bad, such as heavy rain. The obstacles on the internet often occur in the middle of ongoing lectures in which some students lose internet connection. This often makes the materials poorly understood.

2. Limited interaction makes Students tend to be passive.

Lectures conducted virtually make the interaction between lecturers and students become limited, which impacts smooth discussion and Q&A. In addition, students also feel that lectures conducted virtually cause dissatisfaction because of technical constraints that often come causing lecture time to be delayed and lecturer explanations can not be optimal.

Lack of interaction makes students tend to be passive. Students prefer to turn off the camera and stay silent during the lecture. If the indicator of the success of the learning process is the activeness of the participants, then with this condition, it can be said that the learning process does not work. This is as stated by Ekawardhana (2020) indicators of learning effectiveness, including the results of learning learners and the activeness of learners during the teaching and learning process is implemented. Learners' learning outcomes can be measured through values. The activeness of learners can be seen from their willingness to respond in the form of expressing opinions, asking and answering questions.⁵

Related to this, the following is the student perception data about obstacles in lectures conducted virtually during the Covid 19 pandemic in the Agricultural Extension Study Program.

Table 1. Student perception of constraints in virtual lectures:

N0	Constraints	Number (people)	Percentage
1	Unstable internet connection	189	56%
2	Limited interaction and student tend to be passive	65	24%
3	No problem	45	15%
4	Not answering	16	5%
	Total Answers	315	100%

The biggest problem in the virtual lecture process felt by students is an unstable internet connection. To overcome this, 80% of students say that the way out of these

conditions is to return to offline lectures. Only 15% of students said that the lecture had gone well and another 5% chose not to give input or not answer.

4. CONCLUSION

1. The most widely used learning support media during the Covid 19 pandemic are conference video media such as Zoom Meeting, MS Team, etc.
2. The frequency of media use of video conferences in a half semester is 6 - 7 times
3. The biggest problem in the use of virtual media in lectures is the unstable internet network.

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