

# Agricultural Economics Master Degree Program Student Perceptions About Online Lectures During the Covid-19 Pandemic

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## ABSTRACT

The covid pandemic that began in March 2021 in Indonesia has changed activities in society. Including those affected by the pandemic are lecture activities in the Master's Degree Study Program in Agricultural Economics. Lecture activities that had been conducted face-to-face have now been replaced with online lectures. This affects students' perceptions of the lectures they undergo. The purpose of the study was to analyze the main topics considered important by students during online lectures and to analyze the opinions of Agricultural Economics students on covid and online lectures. Primary data was collected using a questionnaire. The result is that students can accept changes to online lectures to offline lectures but once they prefer to run offline lectures compared to online. There are limitations in transferring knowledge from lecturers to students during online lectures, but students can still follow along well. Expenditures made by students are more when offline than when online. The most influential variables in online lectures are unstable internet networks and other disturbances that make it difficult for students to focus and concentrate.

**Keywords:** Covid 19, online lectures, offline, perception, lecturers

## 1. INTRODUCTION

### 1.1. Background

The covid pandemic that began in March 2021 in Indonesia has changed activities in society. Including those affected by the pandemic are lecture activities in the Master's Degree Study Program in Agricultural Economics. Lecture activities that had been conducted face-to-face have now been replaced with online lectures. This change of course affects the Master of Agricultural Economics students who are undergoing lectures. During the Covid-19 pandemic, lectures that had been conducted offline by conducting face-to-face meetings between

lecturers and students were transformed into online lectures where face-to-face meetings between lecturers and students were replaced with online platforms using zoom, ilearn and others. This is done to anticipate the spread of disease transmission due to the pandemic as well as to break the chain of spread.

After a year running, there are advantages and disadvantages that occur during online lectures. For this reason, this research was carried out to evaluate how the implementation of online lectures from the point of view of students receiving knowledge transfer. The results obtained

will be used as an evaluation material for online lectures in the future.

Based on the description of the duties and obligations of the GKM, one of the tasks of the GKM is to evaluate how the implementation of online lectures during the pandemic is seen from the perceptions of students who feel directly the impact of the implementation of online lectures that have been held this year.

### **1. 2. Research purposes**

The objectives of this research are:

1. Analyze the main topics that are considered important by students during online lectures
2. Analyze the opinions of Agricultural Economics students on covid and online lectures

## **2. RESEARCH METHODS**

### **2.1. Type and Data Source**

This type of research is qualitative research, namely based on letters or direct quotations from research samples, respondents or research information [1]. This study uses two data sources, namely primary data and secondary data [2].

Primary data is data in the form of verbal or behavior performed by a subject who can be trusted. However, due to pandemic constraints that have limited direct face-to-face contact, data collection was carried out using questionnaires distributed using the gform link. The questionnaire is an open-ended question where the informant is free to answer the questions listed in the questionnaire. The questionnaire is not equipped with answer choices. Questions include how the implementation of online lectures is felt by IEP students, the obstacles they face, and the perceived benefits.

Secondary data is data obtained from documents in the form of tables and notes and other objects that can enrich secondary

data such as literature, journals, preliminary research and others.

### **2.2. Sampling Method**

The population of this study were all IEP students who were still active, amounting to 20 people. There are 14 people who fill out the form. while the remaining 6 people chose not to respond to the questionnaire distributed. For this reason, all of them were used as respondents.

The research subjects in this study were students of Agricultural economics who were active and registered in the wa group so that they could access the forms that were distributed. In addition, the selected respondents also have the willingness to fill out the form without any element of coercion [3].

### **2.3. Data Analysis**

To analyze the qualitative data, this study used the help of Computer Assisted Qualitative Data Analysis Software (CAQDAS), namely Nvivo 12 Plus for the coding process so that the results obtained in the form of data presentation in the form of tables, graphs, diagrams and models for researchers. Coding is the process of filling nodes with information related to concept categories (codes) that have been formed in the node system (Bandur 2019). The purpose of coding is to form main categories based on various data sources that have been collected by researchers.

The steps in analyzing data using Nvivo 12 Plus are as follows (Bandur 2019)

1. Data management means storing all types of qualitative data in folders created in Nvivo such as interview transcripts, data bases, photos
2. exploratory analysis, which means exploring each data to get an overview through skimming techniques, namely reading the main topics of the data to get the

main ideas, knowing the ideas and facts that appear in the various facts, thinking about how data is organized, determine whether the data is sufficient or still requires additional data

3. The node system, which creates concept categories and concept sub-categories based on the information contained in the data. This means doing open coding, namely providing descriptions of these categories to form themes
4. Coding is the process of filling the nodes with information related to the categories of concepts (codes) that have been formed in the node system.
5. The process of integration and disintegration is to unite all nodes that have the same information characteristics and at the same time remove all categories that are less relevant to the topic and research problem.
6. Construction of main themes, where the process of forming the main themes based on coding to further build new concepts or theories based on data analysis
7. Visualization of the report on the results of data analysis, which is the final stage in inductive analysis of qualitative data with Nvivo
8. Interpretation of data results, namely providing meaning to the results of data analysis
9. Discussion of the results of data analysis, which is to compare the results of our research data analysis with the results of previous researchers

### **3. RESPONDEN OVERVIEW**

#### **3.1. Age**

The age of respondents from 13 students ranged from 22 years to 35 years.

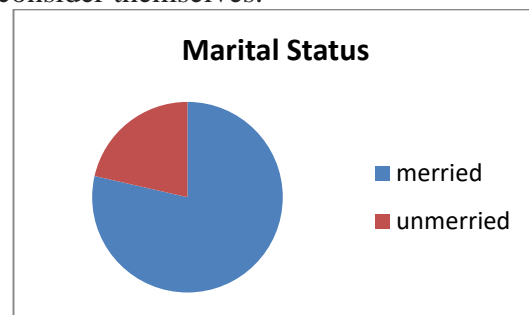
This means that the respondents are of productive age and relatively young. People with a young and productive age are relatively more able to respond to changes that occur and are able to adapt to these changes. The covid pandemic is a change that occurs massively and quickly so that it changes the order of people's lives in a short time, including in terms of changing learning activities on campus which have been done face-to-face and are now done online.

#### **3.2. Gender**

Gender of the 14 respondents who answered the questionnaire distributed, the number based on gender was balanced. Where there are 7 men and 7 women. Based on the results obtained, it can be concluded that there is no difference between men and women in responding and in their willingness to fill out the questionnaire.

#### **3.3. Marital status**

The marital status of the respondents is dominated by unmarried students. namely as many as 11 people who are not married. While the remaining 3 people are married. A person's marital status will affect the decision he will take. Where people with married status in addition to considering themselves will also consider the interests of their spouses and children. This is of course different from unmarried people who will only consider themselves.

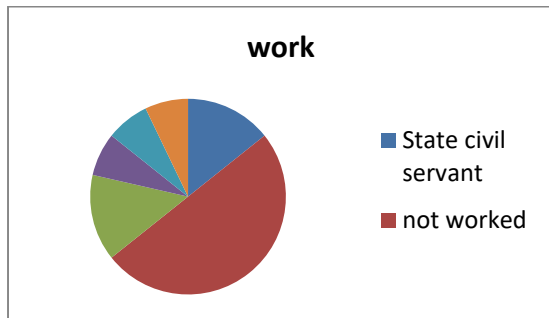


**Figure 1. Marital Status**

**3.4. Work**

The respondent's occupation consists of 7 people who have not worked and 7 people who have a job. Of the 7 people who work, 2 work as state civil servants (ASN), 2 people work in the private sector and 3 others are honorary, contract workers and non-civil servant government employees (PPNPN).

The type of work carried out by a person will affect that person's attitudes and decisions. This is related to the flexibility and time that a person has. People who work regularly and cannot be left out will usually find it more difficult to do other activities outside of their long-term work. In this case, lectures with an online system will be more flexible to do compared to doing offline lectures which have to go to campus and meet face to face with lecturers for a certain time.



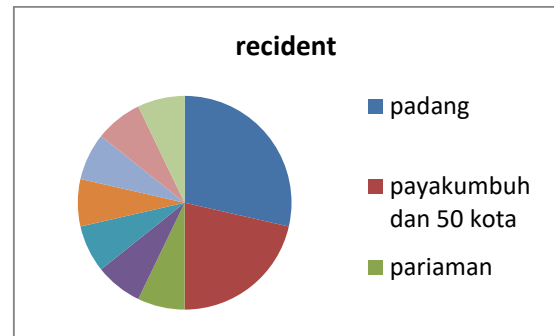
**Figure 2. Work Status**

**3.5. Recident During a Pandemic**

The student's domicile and place of residence are also a consideration for students to decide whether to study online or offline. Because the farther the distance between the offline lecture place and the student's residence will be a consideration, especially in terms of costs that will be incurred because offline lectures occur. Such as the cost of going back and forth if students choose to commute from home to college or if it is too far away then the costs that must be incurred are the cost of

boarding and living costs at the boarding house.

Of the 14 students who filled out the questionnaire, only 4 people lived in Padang, which was close to the university. Meanwhile, 9 more people are scattered in various regions in the province of West Sumatra and 1 person is domiciled in South Jakarta.



**Figure 3. Resident**

**3.6. Perception Analysis of IEP S2 Students**

After the researchers conducted interviews using questionnaires, then the results of the interviews were processed with the help of Nvivo 12 plus software for coding which was then included in the themes to facilitate analysis. Next, use the Word Frequency Query feature of the top 30 words. The description of the word Frequency result is in the appendix. Below is a Word Cloud image of the 30 most dominant words appearing in interviews with respondents.

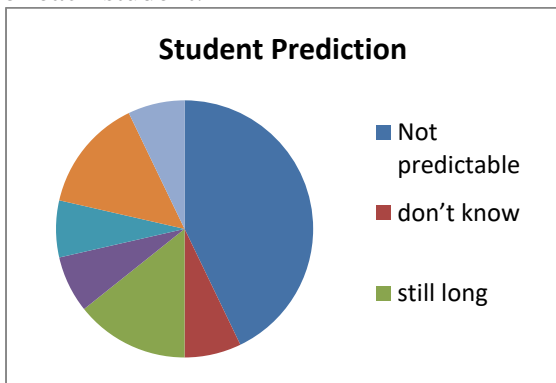


**Figure 4. Word Cloud of the 30 most dominant words appearing in interviews with respondents**

Based on Figure 4, it shows that online is the most spoken word, 83 times or 1.94%. then followed by the word lecture in the second rank as much as 78 times or 1.83% and the word lecturer as much as 1.52%. While offline ranks 9th with a percentage of 1.15%. If traced, each of these words represents every aspect that the researcher really wants to raise.

**3.7. Student Predictions Against the Pandemic**

Student predictions for the pandemic are represented by questions about when this pandemic will end according to the opinion of each student.



**Figure 5. Student Prediction**

Based on the picture above, it can be seen that most of the IEP Masters students are still pessimistic that the pandemic will end soon. This is indicated by the answer choices, namely 42.85% answered that it was not predictable, 14.28% answered that it was still long and 7.14% answered that the pandemic would end after 5 more years. The students who answered optimistic that the pandemic would end this year were 7.14% and those who answered next year were 14.28%. While the other 7.14% said they did not know whether the pandemic would end or not.

**3.8. Student Perceptions About Dealing with the Pandemic**

Because most students think that the pandemic will last a long time, the next question is how do we make peace with the pandemic, all students 100% answered that we must have carried out health protocols properly, used masks, avoided crowds and vaccinated and boosted and strengthened body immunity so as not to get sick easily.

**3.9. Student Expectations by Continuing College**

Regarding the student's goal by continuing their studies to a higher level, 100% of the answers are to increase knowledge in the field of agriculture and socio-economics, form a good mindset about agricultural economics in Indonesia scientifically and deepen agricultural economics so that it can be applied in the field of work.

**3.10. Achievement of goals in lectures during the pandemic**

The pandemic that occurred caused students to have different attitudes regarding the achievement of their abilities during college during the pandemic. A total of 57.14% stated that the lecture situation with the online system did not

hinder the achievement of lecture objectives while 35.71% stated that the lecture system using the online system caused their expectations to not be achieved and 7.14% stated that their hopes of taking Masters courses at IEP were not affected either after or before the pandemic occurred.

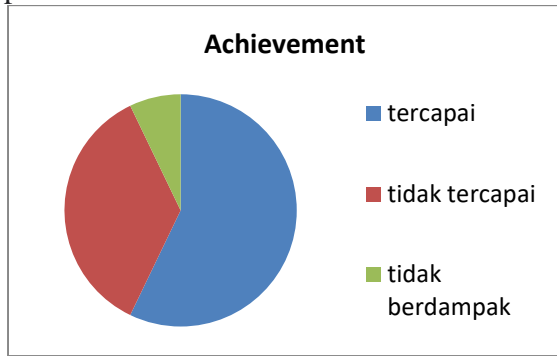


figure 6. Student Achievement

**3.11. The choice of the learning system desired by students**

Questions about the choice of which learning system is preferred by IEP Masters students related to online or offline lectures. So 64.28% chose to take courses offline for several reasons, including offline lectures that allowed students to directly feel the atmosphere of learning in class and interact with lecturers so that students could focus more and understand the flow of discussion well. In addition, access to the library and discussion schedules with lecturers are more easily accessible when offline and the nuances of learning are more pronounced and the transfer of knowledge becomes more effective. while 28.57% of other students chose to study online because the pandemic was not over yet and to comply with government regulations. Meanwhile, 7.14% stated that it did not matter if the lecture was conducted online or offline.

The online lecture system is considered an option that can be done even though the pandemic has ended. as many as 28.57% of students agreed with this

statement for various reasons, including related to the busyness of lecturers and students and related to the flexibility of time when lectures were carried out online while the remaining 71.42% stated that the choice of online lectures was only an emergency option during a pandemic so that during a pandemic has ended, lectures can be carried out as usual using the offline system as before the pandemic.

The option of conducting lectures with a hybrid system where students can choose online or offline at the same time is also offered. Lecturers teach students offline and online. A total of 78.57% stated that it can be implemented and is a solution for adaptation of offline activities carried out, while 21.42% stated that they did not agree with the hybrid lecture system on the grounds that the support in the form of facilities and infrastructure did not support the implementation of hybrid lectures and 7.14% stated that they did not understand how to implement it. hybrid college.

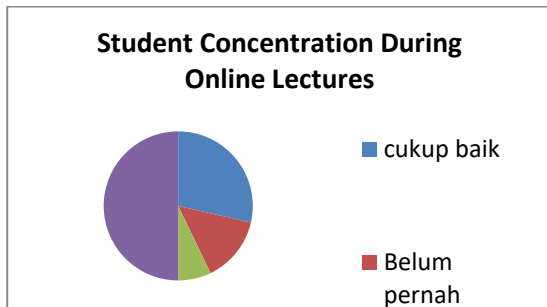
**3.12. Student Skills Improvement during online lectures**

Questions about student mastery related to the material presented by the lecturer, 92.85% answered that they had difficulty in absorbing the material being taught for reasons, among others, during online lectures they were not free to interact with lecturers and ask questions about things they still didn't understand. while 7.14% stated that there was no difference whether online or offline.

Student assessments of lecturers' abilities in transferring knowledge with an online system 100% stated that the performance of lecturers who taught was good and there was no difference between online and offline delivery.

**3.13. Student Concentration During Online Lectures**

Based on the results of the answers collected from the distributed questionnaires, it was found that 50% of students were distracted because the lectures were conducted online. This is because the atmosphere of the house where students live is not conducive enough to carry out lectures so it is difficult to focus on listening to lectures. In addition, there are many disturbances related to the network, disturbing voices and unstable signals. as many as 7.14% stated that they were less focused during online lectures and as many as 14.28% stated that they had never attended online lectures because they were just waiting for the exam. While the remaining 28.57% stated that their concentration was quite good and not disturbed even though the lectures were carried out online

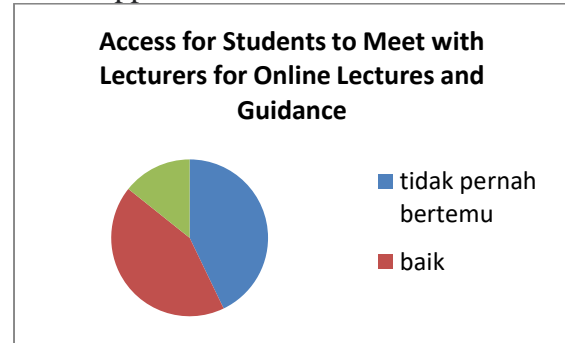


**figure 7. Student Concentration**

**3.14. Access for Students to Meet with Lecturers for Online Lectures and Guidance**

There are two questions to explore information on how the relationship between students and lecturers during online lectures. What is seen is the interaction and access of students with lecturers. Regarding student access to lecturers, 42.85% stated that they were given full access to consult using telephone, social media, email and whats app. Another 42.85% of students stated that during the pandemic they had never met with lecturers and supervisors, even

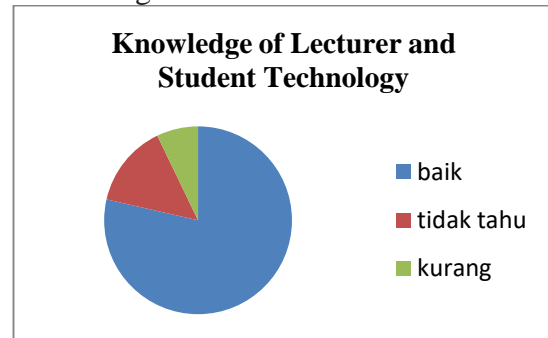
though the lecturers had provided access on the grounds that it was inconvenient not to meet them in person and 14.28% stated that they could communicate with lecturers with limited access by telephone and WhatsApp.



**Figure 8. Access for Students to Meet with Lecturers for Online Lectures and Guidance**

**3.15. Knowledge of Lecturer and Student Technology**

Mastery of technology for lecturers and students is very much needed during online lectures. The ability of lecturers and students to operate computer and laptop equipment as well as the knowledge of lecturers and students about using the internet and online meeting facilities such as zoom, ms team and gmeet greatly affect the running of online lectures.



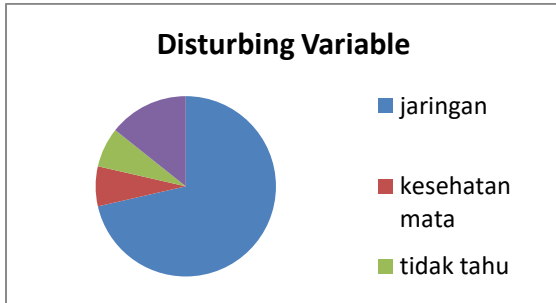
**Figure 9. Knowledge of Lecturer and Student Technology**

Based on the diagram, it can be seen that 78.57% of students stated that the lecturers had mastered technology well while 7.14% stated that there were still some lecturers who did not master

technology well and 14.28% answered that they did not know.

**3.16. Disturbing variables in online lectures**

In conducting online lectures, it is necessary to identify what variables can interfere with the smooth running of lectures. According to students, the most influential in disrupting lectures include unstable internet network (71.42%), noise at the student's domicile (14.28%), and eye health (7.14%) and the rest answered they did not know (7.14%)

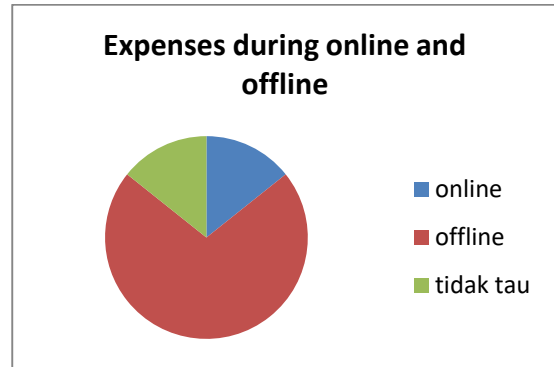


**Figure 10. Disturbing Variable**

**3.17. Expenses during online and offline**

During online lectures there are differences in expenses that must be set aside by students compared to offline lectures. During online lectures, the biggest expense for students is to buy internet packages and wifi packages. As for when offline activities are carried out, the costs incurred are boarding fees for students whose homes are outside the city of Padang, costs for trips to campus or fuel for those who have vehicles, living costs while in boarding houses, and costs for printing assignments.

Comparison of expenses between online lectures and offline lectures, 14.28% stated that online lectures cost more money than offline lectures. while 71.42% stated on the contrary that offline lectures caused greater expenses than when online and another 14.28% said they did not know.



**Figure 11. Expenses During Online and Offline**

**4. CONCLUSION**

Based on the results of the research that has been carried out, it can be concluded that online lectures have changed all habits in conventional lectures that were carried out before the pandemic. Students can accept the change of online lectures to offline courses but once they prefer to run offline lectures compared to online. There are limitations in transferring knowledge from lecturers to students during online lectures, but students can still follow along well. Expenditures made by students are more when offline than when online. The most influential variables in online lectures are unstable internet networks and other disturbances that make it difficult for students to focus and concentrate.

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