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The Effectiveness of Online Learning During the Covid-19 Period in The Andalas University Agribusiness Study Program

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ABSTRACT

This study aims to describe students' opinions about the effectiveness of the *online* (online) learning process and what obstacles occur during lectures during the Covid-19 pandemic period. The online learning process in question is learning using *I-learning* in the form of an LMS (*learning management system*) provided by Andalas University. This study took a sample of 46 students of the Agribusiness Study Program who attended lectures in the odd semester of the 2021/2022 academic year using a quantitative descriptive method. The data is then processed using *Google Forms* which is then tabulated. Based on the data processing and analysis results, it is known that the online learning process carried out using the Andalas University I-Learning learning media is effective and efficient. Lecturers use additional learning media such as zoom meetings, google meetings, MS Team, and WhatsApp media as part of a long-distance face-to-face communication system with students. Lecturers also provide varied learning methods to help students understand the material, form independent learning, and increase students' active participation in learning activities. This study also obtained constructive suggestions from students regarding improving the online learning process that lecturers must carry out. The obstacle felt by students related to online learning using the LMS is the limited accessibility of students in accessing the LMS. If the network is constrained in the student's domicile area, a small part of which is in areas that have limited cellular networks and some features in the LMS that are less practical, thus hampering the learning process in the LMS. Thus, it is still necessary to develop more practical online learning media by the university so that the digital and online learning process can be more effective and efficient.

Keywords: Online Learning, Covid-19, LMS (learning management system)

1. INTRODUCTION

The Covid-19 pandemic that hit Indonesia had a significant impact on the education sector, which changed the order of learning by lecturers at universities. *Online* learning is one of the main strategies that lecturers must carry out to continue the learning process. Online learning through LMS (*learning management system*) is one of the lecturers' potential strategies to carryout *online* learning. *Online* learning held at universities must ensure that students get learning services or learning experiences that equip them with the competencies needed in the future. The ability to think creatively, critically, *and solve problems* collaboratively and cooperatively is a substantial competency in addition to basic literacy skills and characters that need to be provided to students. The online learning system is one of the efforts that can be done to overcome problems and make it easier for students to access lecture materials, communicate with each other and discuss online.

The use of technology in learning is a hot issue that cannot be ruled out (Orgaz *et al*., 2018).

Learning using internet facilities must create innovations in learning inside and outside the classroom (Almeida &Simoes, 2019). Online learning has become a demand in recent years (He *et al*., 2014). Through online learning, it will form modern learning that everyone can access regardless of regional and time boundaries (Huda *et al*., 2018). However, online learning should be used as additional learning (Williams *et al*., 2012). Based on this opinion, it is clear that online learning in the Covid-19 pandemic is crucial and becomes the primary learning in every lesson.

The *online* learning conditions described above encourage researchers to analyze how effective this online learning is for agribusiness students in the odd semester of the 2021/2022 academic year. This information and student responses are critical for lecturers to develop *online* learning in the future, especially *online* learning in universities that use NGOs.

LMS use as a means of implementing online learning has an essential position because LMS allows lecturers to arrange a series of activities that allow students to get a meaningful learning experience. One online learning medium that can be used in distance learning is *i-learning*.

I-learning is an electronic learning system that provides opportunities for students to explore *online* learning.

2. RESEARCH METHODS

The research method used in this research is the descriptive quantitative method. The population and sample in the study amounted to 178 people who were students of the agribusiness study program who took odd semester courses for the 2021/2022 academic year. In this study, lecturers use *i-learning* provided by the university in the form of *i-learning,* allowing lecturers to manage LMS learning activities. In the LMS, lecturers can manage online learning activities synchronously or asynchronously, for example delivering teaching materials in texts, videos, discussion forums, assignments, quizzes/exams, and other management features. In addition, the LMS used also allows lecturers to control and evaluate every learning activity carried out, such as attendance, controlling discussion activities, student participation, and controlling other activities.

The method used in this research is quantitative with a descriptive approach. This research is expected to provide an overview of the implementation of online learning during the Covid-19 pandemic. The sample in this study amounted to 178 students of the agribusiness study program who studied in the odd semester of 2021/2022. The questionnaire was compiled in *Google form* format and sent to the *WhatsApp group*.

3. RESEARCH RESULT

The results showed that the student response to the use of *i-learning* in the form of LMS was positive. *I-learning* used by lecturers in lecture activities helps students carry out learning and achieve several learning indicators required in the course. In addition, various activities (studying teaching materials, viewing material explanation videos, voice messages, discussions in discussion forums, reflections (via *ms.team* or *Zoom*), quizzes and assignments) motivate students to be actively involved. LMS can help lecturers make arrangements in online learning. Lecturers can manage activities, assignments, and other activities in LMS.

The use of *i-learning* by lecturers will help convey information to students. All lecture activities such as attendance, lecture materials, assignments, and exams are documented in iLearning. Evaluation is also carried out to see whether the course lecturers have implemented the agreed-upon lecture activities, both with team teaching and the students themselves.

The online learning experience through LMS is a new experience for students. They mentioned that the learning experience at LMS was a new learning experience for them because they had never done online learning before. However, online learning also has drawbacks because students who live in areas where internet access is difficult will be constrained to attend lectures.

The I-learning used allows lecturers to manage online learning activities synchronously or asynchronously, for example delivering teaching materials in the form of texts, videos, discussion forums, assignments, quizzes/exams and other management features. In addition, the LMS used also allows lecturers to control and evaluate every learning activity that is carried out, such as attendance, delivering text or video teaching materials, controlling discussion activities, meetings, student participation, and controlling other activities.

The lecturer makes the schedule of learning activities at the LMS and plans to guide students in conducting lecture activities at the LMS effectively and efficiently. Scheduling activities can also help students prepare for previous lecture activities. This scheduling can also help discipline students in participating in lecture activities. It is in line with the opinion (Zayapragassarazan, 2020), which states that in *online* learning, it is essential to present instructions, scheduling activities, task orders, other necessary orders presented by lecturers in online learning. In addition, lecturers also need to provide a particular column for students to convey their responses to the learning being carried out and conduct counseling (Sahu, 2020).

The results of the study show that the activities on ilearn carried out by lecturers are:

1. Uploading RPS (Semester Learning Plan). In this section, the lecturer at the first meeting of the lecture has uploaded the RPS on *i-learning*. Besides RPS, they also upload lecture materials, lecture attendance lists, and lecture contracts. From the survey results, it was found that 82.6 percent of students stated that all courses had given RPS at the first meeting of the lectures (Figure 1). The material provided is also following the RPS.
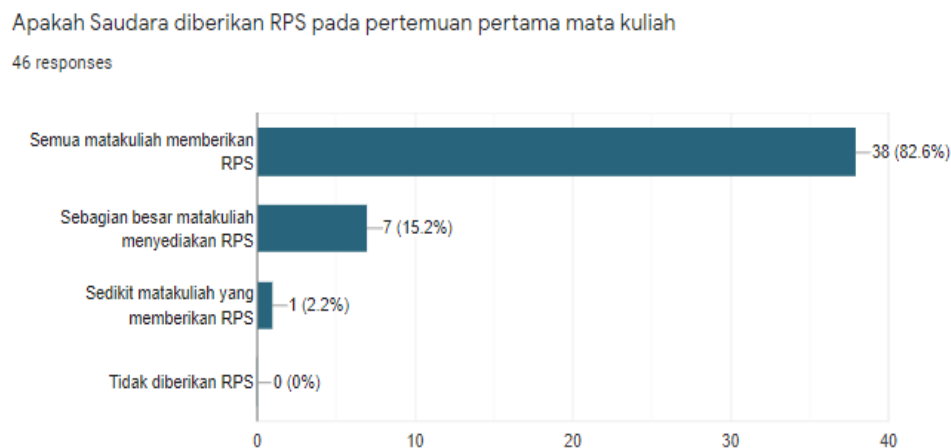
Apakah Saudara diberikan RPS pada pertemuan pertama mata kuliah

46 responses

Semua matakuliah memberikan RPS — 38 (82.6%)

Sebagian besar matakuliah menyediakan RPS — 7 (15.2%)

Sedikit matakuliah yang memberikan RPS — 1 (2.2%)

Tidak diberikan RPS — 0 (0%)

Figure 1. Graph of Student Response to RPS Uploaded in *I learning*

2. Identifying the learning method used from the research results showed that some lecturers had used i-learning in the lecture process (Figure 2).

Metode Pembelajaran yang Digunakan pada Matakuliah (Boleh ditandai lebih dari 1)

46 responses

Teacher Learning — 27 (58.7%)

Student centre learning — 22 (47.8%)

Project Base learning — 7 (15.2%)

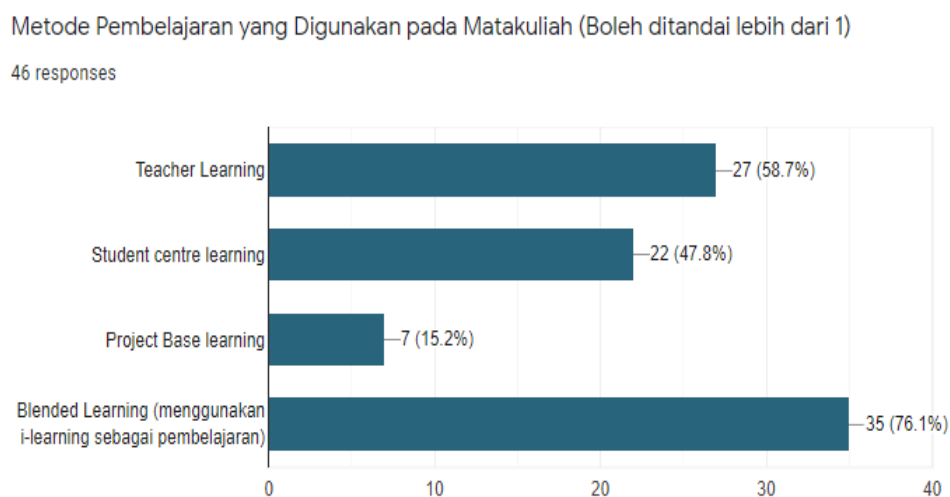Blended Learning (menggunakan i-learning sebagai pembelajaran) — 35 (76.1%)

Figure 2. Learning Methods Used

3. Identify courses that do not use *i-learning*. Most of the 33 courses offered in odd semesters have used ilearn in the lecture process (Figure 3).
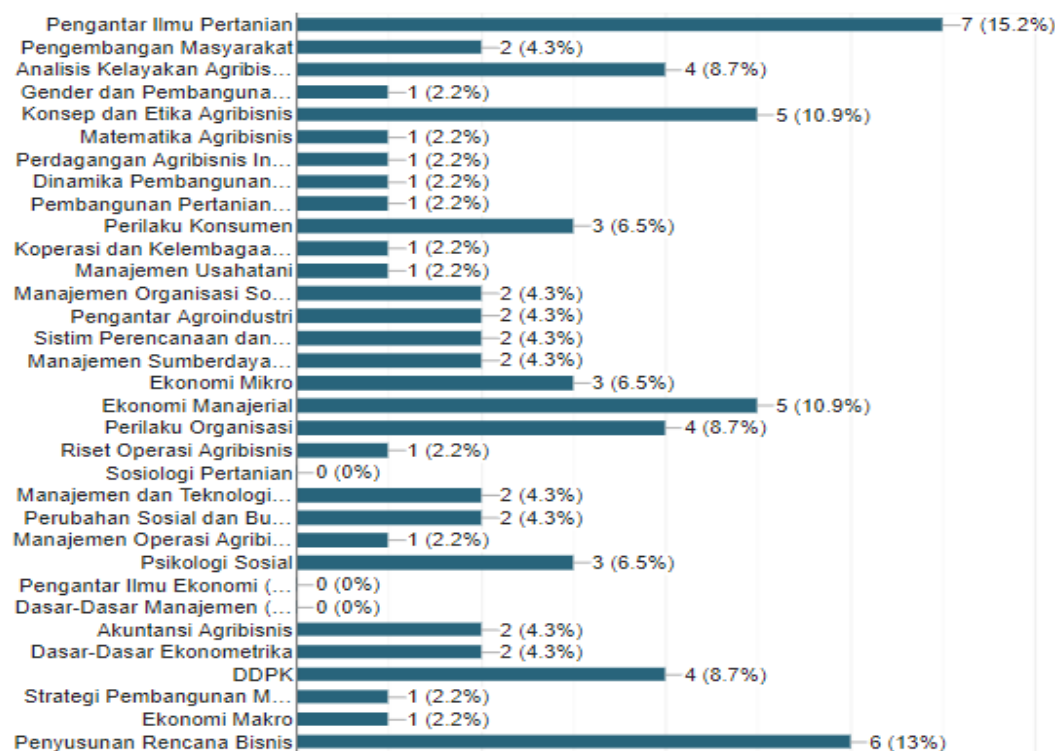
Figure 3. Graph of Student Responses to Lectures that Do not Use *I learning*

4. The results also show that in communicating, most of the lecturers use WhatsApp online media and online zoom media (Figure 4).
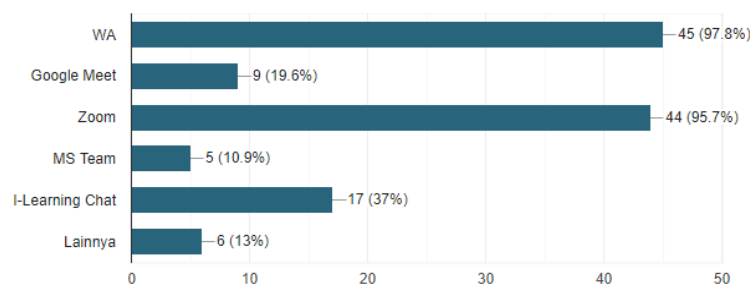

Figure 4. Online Media Graphics Used by Lecturers

5. The study results also show that there are still many obstacles faced by lecturers and students in the implementation of this online lecture. The most significant influence on this online lecture is the availability and smoothness of the internet network.

4. DISCUSSION

The implementation of online learning is one of the efforts to measure the success of the implementation of online learning in universities during the COVID-19 pandemic. From the study results, it was found that not all indicators of the implementation of online learning were successful.

Specific indicators are of particular note to be improved in the future. It is in line with previous research, which says that online-based learning has not been used optimally, and internet network disturbances often occur (Marta, 2018). Problems of a technical nature can also occur because of the distance or speed of the internet network, so the learning material is not optimal.

According to Ekawati (2018), the obstacles experienced in implementing the online learning system can occur, such as the activeness of students in participating in learning activities that tend to decrease over time and there is no awareness of students in carrying out ethics using the internet. Evaluation of online learning is also expressed by Orlando and Attard (2015). According to them teaching with technology is not the only measure that fits all learning approaches. It all depends on the curriculum content used. Technology provides additional factors to consider in terms of teaching pedagogy and construction of learning experiences. Other challenges in online learning are group work, engagement, access, community, and support (Jenna Gillett-Swan, 2017).

5. CONCLUSION

Based on the research results described above, several things can be concluded as follows.

1. The results of data analysis show that online lectures at universities during the COVID-19 pandemic can increase knowledge, skills, mastery of technology, autonomy, creativity, student independence and show the readiness of lecturers and facilities to carry out distance learning.
2. The results of data analysis show that online learning is less than optimal due to internet network constraints. For students living in rural areas, this is a significant factor in not attending online lectures.

6. SUGGESTION

Campuses should facilitate lecturers and students to carry out these online lectures. Lecturers need to choose the use of applications and lecture methods wisely and adapt them to learning outcomes according to student competencies.

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