

Support Capacity and Student Online Learning Outcomes During The Covid 19 Pandemic

Fredy Hermanto¹, Aisyah Nur Sayidatun Nisa², Septya Nurhayati³

¹ Social Studies Education Program, Faculty of Social Sciences, Universitas Negeri Semarang

² Social Studies Education Program, Faculty of Social Sciences, Universitas Negeri Semarang

³ Social Studies Education Program, Faculty of Social Sciences, Universitas Negeri Semarang

*Corresponding author. Email: fredy@mail.unnes.ac.id

ABSTRACT

Covid 19 has become a global problem and Indonesia is no exception. The government has imposed a large-scale social restriction (PSBB) policy to break the chain of spreading the virus. The Ministry of Education and Culture has also decided to move the face-to-face learning process to online learning. As well as Social Studies Education Program, Faculty of Social Sciences, Universitas Negeri Semarang apply online learning. The success of online learning cannot be separated from various factors, both in terms of the ability of the students themselves and the carrying capacity of students in carrying out online learning. The purpose of this research is to find student online learning outcomes. This research uses a quantitative descriptive method with the respondents being FIS UNNES students in FIS UNNES. Data collection techniques were distributed through a questionnaire. Respondents in this study amounted to 196 students. The collected data were analyzed using descriptive statistical formulas. The variables in this study are the carrying capacity of online learning and student learning outcomes. The results of the study on the learning carrying capacity of the student's internal factors include indicators of self-motivation, discipline, interest, time management, and the average learning resource literacy ability of 62% of respondents in the good category. External factors include indicators of family motivation, environmental support, lecturer motivation, network conditions, learning media, learning methods, the average respondent is 65% in the good category. Student satisfaction in online learning is in the good category, 61.5% of students rate it as good, and 16.4% rate it very well. The learning outcomes in the good category are evidenced by the student's Grade Point Average (GPA). As many as 69.2% of students get a GPA between 3.5-4. Those who get a GPA of 3 - 3.5 are 10.3% and 2.1% get a GPA of 2.5 - 3, while those who get a GPA of 0-1 are only Rp. 18.5%.

Keywords: Support Capacity, Student Online Learning Outcomes, Covid 19 pandemic.

1. INTRODUCTION

Covid 19 has become a global problem and Indonesia is no exception. The government has imposed a large-scale social restriction (PSBB) policy to break the chain of spreading the virus. PSBB is a restriction on certain activities of residents of an area suspected of being infected with Covid-19 to prevent its spread. The purpose of this PSBB is to limit certain activities, limit the movement of people/goods, anticipate escalation developments, strengthen efforts to handle health and handle the socio-economic impact of the spread of Covid-19.

This policy has an impact on almost all sectors of life, including the education sector. The limitation of human mobility causes the world of education to feel the effects of the policy. Based on a March 7, 2020 ABC News report, school and college closures have occurred in more than a dozen countries due to the COVID-19 pandemic [1]. UNESCO estimates that nearly 900 million students have been affected by the closure of educational institutions due to the COVID-19 pandemic [2]. Indonesia through the Ministry of Education and Culture made adjustments by issuing Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Corona Virus Disease (Covid-19). There are 6 main points in the circular letter regarding the implementation of education policies that must be addressed by school principals, teachers, students, and all school members, namely 1) Implementation of the National Examination, 2) Learning from Home Process, 3) School Examination, 4) Grade Promotion, 5) New Student Admissions, and 6). School Operational Assistance Fund. The Ministry of Education and Culture has also decided to move the face-to-face learning process to online learning,

which was announced through the letter No. 36962/MPK.A/HK/2020 [3]. Thus, online learning at home is applied to all levels of education. Learning is carried out from home using laptops, computers, or smartphones accompanied by various applications that support the learning process.

The COVID-19 pandemic has accelerated the transformation of digitalization in the learning process in universities. The termination of the face-to-face learning process directly on campus which turned into online learning caused a lot of noise from many parties, especially the academic community who were directly involved in it. Various facilities and infrastructure that have been available on campus can no longer be used to carry out the learning process, classrooms have shifted through the internet medium with various platforms that can be used by lecturers and students. In line with research that has been done by Surani et al (2020) [4], that during the Covid-19 pandemic, lecturers and students were forced to adapt to the online lecture process by utilizing various online platforms, the use of online platforms in lectures during the Covid-19 pandemic requires both infrastructure and non-structural readiness to optimize the online lecture process during the Covid-19 pandemic.

The transformation of digitalization in learning that is carried out so quickly experiences various kinds of obstacles both faced by lecturers and by students. Some of the obstacles that arise include the lack of online learning facilities and infrastructure such as laptops and cellphones by students, internet network constraints that are less stable, a large enough quota required, to the support of the student learning environment that is not good. Fulfilling student learning rights to obtain optimal results is not only the responsibility of lecturers and students, but with distance learning through online methods, the role of parents and the

environment has an important role. The success of online learning cannot be separated from various factors, both in terms of the ability of the students themselves and the carrying capacity of students in carrying out online learning. These two factors are very important to produce good quality online learning. The ability of students is an aspect that must be prepared as early as possible in order to get quality learning. The need for superior human resources and able to adapt in various situations is the basic capital in the implementation of online learning.

The student's abilities needed in online learning start from the ability to increase learning motivation, the ability to master literacy of learning resources, management of online learning time, as well as various other abilities and skills that students still must possess. If students do not immediately adapt to changes, students will experience lagging behind changes to the existing system. In addition to the student abilities needed in the implementation of online learning, the carrying capacity of students is also an urgent matter to be studied in conjunction with the implementation of online learning during the pandemic. So, the purpose of this research is to find student online learning outcomes.

2. RESEARCH METHOD

The methodology in this research is descriptive with a quantitative approach. This method uses a questionnaire to obtain data. Through this method, the researcher will search for data and describe the actual events experienced by the respondents. The research design used is a survey research type that is used to determine the general description of the characteristics of the population. Research will be

carried out on FIS UNNES students. This study uses a probability sampling technique of simple random sampling because all populations have the same opportunity to be sampled. The data collection technique was distributed through a questionnaire using a Likert scale with alternative answers of very good, good, moderate, poor, very poor. The collected data were analyzed using statistical formulas with percentage.

3. RESULT AND DISCUSSION

Based on the results of research on 196 students of the Faculty of Social Sciences, Semarang State University who participated as respondents in this study to determine the carrying capacity of online learning. Some of the indicators used include: self-motivation, family and lecturers, management of study time, use of gadgets, technological literacy, interaction and communication with lecturers.

The COVID-19 pandemic has caused on-campus learning to use distance learning methods using online systems, several information systems and applications are used to support this learning. Meanwhile, Darin E. Hartley in Arsyad, A stated that E-Learning is a type of teaching and learning that allows the delivery of teaching materials to students using the Internet, Intranet or other computer network media [5]. Online learning requires students and teachers to communicate interactively by utilizing information and communication technology, such as computer media with the internet, telephone or fax. The use of this media depends on the structure of the learning material and the types of communication required [6]. The parents of students have their own opinions regarding online learning in the pandemic era, these opinions can be seen in table 1 below:

Table 1. Parents' opinion on online learning

Parameter answers	Disagree	Not enough agree	Almost agree	Agree
How do your parents think about online learning in the era of Covid-19 pandemic?	2,1%	21%	39%	37,9%

Based on the data in table 1 above, it can be seen that those who chose somewhat agreed got 39% results and those who agreed were 37.9%. Parents of students mostly agree that online learning is carried out because the spread of covid 19 is so high that they are worried about their children's health if they are exposed to them while studying on campus. Parents who stated that they did not agree and disagree were 23.1%, they were worried that their children did not get a

comprehensive understanding of the lecture material. In accordance with Indriyani's research results regarding the forms of support provided by parents in online learning, among others, by taking time to assist children in learning, providing motivation so that children remain enthusiastic in learning, and appreciating children's learning achievements [7]. Learning from what is done by students requires good motivation from students, parents, lecturers and the surrounding environment, this can be seen in table 2 below:

Table 2. Online learning motivation support

Parameter Answers	Disagree	Not enough agree	Almost agree	Agree
Need to get parents' motivation in online learning in the era of covid 19 pandemic	3,6%	4,1%	19%	73,3%
Need support from the surrounding environment (brother, sister or friend) in online learning	2,6%	5,1%	20%	72,3%
Need motivation from lecturers to carry out online learning	0,5%	4,1%	20%	75,5%
Motivation to learn online in yourself as a student	2,6%	14,9%	60,5%	22,1%
Student interest in online learning	3,1%	20%	56,4%	20,5%

Source: Primary Data Processed, 2021

Based on table 2 above, students feel that the practice of online learning requires motivation from parents, the surrounding environment, and lecturers. Motivation to learn is needed by students to maintain their enthusiasm for learning so that they can still achieve learning goals even though they have to carry out distance learning. The motivation of the students themselves in online learning is in the good category.

Good motivation in students is 60.5% of the total respondents in line with students' interest in online learning. 56.4% of students stated that their interest in online learning was in a good category as well. This was also conveyed in Nastiti's (2020) research that both lecturers and students related to tool and network support were ready to face online learning, but students preferred face-to-face learning [8].

Table 3. Discipline in online learning

Parameter	Disagree	Not enough agree	Almost agree	Agree
Answers				
Need discipline in online learning	1%	0,5%	17,4%	81%
Discipline yourself in online learning	2,6%	15,4%	60,5%	21,5%
Need to manage time in online learning	0,5%	0,5%	9,7%	89,2%
Ability to manage time in online learning	2,1%	16,9%	64,1%	16,9%

Source: Primary Data Processed, 2021

Based on table 3 above, Good motivation and interest in learning above have an impact on student learning discipline, 81% of students realize that online learning requires discipline. In practice, 118 respondents or 60.5% stated that student learning discipline was in the good category. One of the forms of discipline that students do is discipline in managing study time. Even though online learning can be done in conjunction with other activities, it requires good timing so that learning objectives can be achieved without any significant obstacles. Students realize the

importance of managing time in online learning, 89.2% said they agreed with this. Not only believing that online learning requires the ability to manage time, students' ability to manage time is in the good category. As many as 64.1% of respondents the ability of students to manage time in online learning is in the good category. This is different from the results of Hasmiati's (2021) research, that discipline in online learning is still lacking, it can be seen in time discipline, dress discipline and attitude discipline [9].

Table 4. Support from environment and signal conditions in online learning

Parameter	Very bad	Bad	Good	Very good
Answers				
Support from the surrounding environment (brother, sister or friend) in online learning	4,6%	17,4%	53,3%	24,6%
signal conditions in the environment where you live in supporting online learning	4,1%	11,3%	19,5%	65%

Source: Primary Data Processed, 2021

The ability of students to manage their time in online learning is also supported by their families and places of residence that are easy to get signals as shown in table 4. Support from the surrounding environment such as from the family is needed by students in the implementation of online learning. Families can understand if students are doing online learning so they are not disturbed by other

domestic activities at home. Signal conditions in the environment are also very good, in table 5 above 65% of respondents said so. A good signal can facilitate the online learning process because students need access to be able to enter lectures in virtual classes and LMS used by universities to carry out the learning process. The technological literacy abilities possessed by students are also in

the good category, this will certainly support students in obtaining alternative learning sources other than the material provided by the lecturer. this is in line with Alhafid's (2020) research, that

the support of family, parents, friends and the environment is very influential on learning outcomes during this pandemic [10]. This can be seen in table 5 below:

Table 5. Technological literacy and search for learning resources in online learning

Parameter	Very bad	Bad	Good	Very good
Answers				
your technological literacy skills in supporting the implementation of online learning	0,5%	8,2%	61,5%	33,3%
your ability to find learning resources in the implementation of online learning	1%	18,5%	63,6%	16,9%

Source: Primary Data Processed, 2021

Deacon and Malock in Supriadi [11] define resources as tools or materials available and known for their potential to fulfill desires. According to AECT [12], learning resources include every message, person, material, tool, technique and setting used in the learning process. Appropriate learning resources used by students will help achieve educational goals. Learning resources contain information and knowledge that have a role in developing the competencies expected by

students. Lecturer support as a part of online learning is also needed by students. The change from face-to-face learning to online learning makes lecturers need to change their teaching style. Lecturers need to be more flexible and better master technology, providing motivation, fostering creativity and growing new ideas needs to be done by lecturers. These components by respondents are still considered good, it can be seen in table 6 below:

Table 6. The ability of lecturers to provide motivation, creativity, new ideas in online learning

Parameter	Very bad	Bad	Good	Very good
Answers				
how lecturers provide motivation in online learning	2,1%	3,6%	61,5%	32,8%
how lecturers foster creativity in online learning	1%	8,7%	57,9%	32,3%
how lecturers grow new ideas in online learning	0,5%	8,7%	57,9%	32,8%

Source: Primary Data Processed, 2021

The ability of lecturers to provide motivation was considered good by the respondents by 61.5%, the ability of lecturers to foster creativity was also considered good by students by 57.9%, while the ability to grow new ideas in online learning was also considered good by 57.9% of respondents. Motivation, creativity and the ability to grow new

ideas carried out by lecturers are certainly supported by the format of learning content, learning media, and learning methods carried out by lecturers in online learning. these components get results in the good category by students. These components can be seen in table 7 below:

Table 7. Content formats, media and methods in online learning

Parameter Answers	Very bad	Bad	Good	Very good
The format of content presented by the lecturer in online learning	0,5%	5,1%	67,2%	27,2%
Learning media used by lecturers in online learning	0%	4,1%	62,1%	33,8%
Methods applied by lecturers in online learning	0,5%	5,6%	69,7%	24,1%

Source: Primary Data Processed, 2021

The selection of content, media and methods in online learning by lecturers also affects the learning outcomes achieved by students. According to Nana (2005), media is a tool or means to assist in the learning process [13]. One of them is the use of elena, zoom meetings, google class rooms, google meet, and whatsapp groups. The format of learning content, learning media and learning methods that

are considered good by students have an impact on student learning outcomes. Most of the students assessed that the learning material provided was in accordance with the learning achievement, namely 59% and students were also able to understand the learning material by 68.7%. This can be seen in table 8 below:

Table 8. Materials and understanding of learning outcomes in online learning

Parameter Answers	Very bad	Bad	Good	Very good
The materials (learning materials, discussion materials) provided by the lecturer in online learning are in accordance with the learning outcomes of the courses	0%	5,1%	59%	35,9%
Understanding of course learning outcomes	2,1%	16,4%	68,7%	12,8%

Sourcer: Primary Data Processed, 2021

Sugandi (2007:55) reveals that the material is a component of the curriculum related to the question of what will be taught so that students gain learning experience so that they are able to achieve the goals outlined in the curriculum [14]. The good understanding of students towards learning outcomes can be influenced by the interactions that

are built by lecturers to students. This good interaction is based on good communication between lecturers and students if they experience obstacles in online learning to produce good quality learning as well. These components can be seen in table 9 below:

Table 9. Interaction, communication and quality in online learning

Parameter Answers	Very bad	Bad	Good	Very good
interactions that are built by lecturers in online learning	0%	5,1%	59%	35,9%

communicate with your lecturer if there are obstacles in the implementation of online learning	2,1%	16,4%	68,7%	12,8%
the quality of online learning conducted by lecturers	0,5%	6,7%	67,7%	25,1%

Source: Primary Data Processed, 2021

In Vera's (2020) research, communication strategies from lecturers to students must be good, one of which can be by being creative, varied, and innovative lecturers, making learning by applying two-way communication and lecturers must pay more attention to students so that learning outcomes can be achieved good [15]. The interaction and

communication which were considered good by 59% and 68.7% of the students made the quality of learning also considered good by 67.7% of the students. The good interaction is evidenced by the provision of feedback needed by students who are in the good category as well, which is 73.3%. This can be seen in table 10 below:

Table 10. Feedback by lecturers in online learning

Parameter Answers	Very bad	Bad	Good	Very good
the feedback you need related to the learning process by the lecturer	0,5%	8,2%	73,3%	17,9%
student satisfaction in online learning	3,1%	19%	61,5%	16,4%
the learning outcomes that you get in online learning	1,5%	9,2%	70,3%	19%

Source: Primary Data Processed, 2021

Good interaction, communication, quality of learning and feedback by lecturers make students feel satisfied in online learning. Student satisfaction in online learning is in the good category. As many as 61.5% of students rated it good, and 16.4% rated it very good. The satisfaction of students who assess the goodness of the online learning process has an impact on student learning outcomes. Most of the student learning outcomes are in the good category, which is 70.3%. The learning outcomes in the good category are evidenced by the student's Grade Point Average (GPA). As many as 69.2% of students get a GPA between 3.5 - 4. Those who get a GPA of 3 - 3.5 are 10.3% and 2.1% get a GPA of 2.5 - 3. While those who get a GPA of 0-1 are only Rp. 18.5% only.

4. CONCLUSIONS

1. The support capacity of students' online learning can be seen from internal and external aspects. From the internal aspect, it is interest, motivation, discipline, ability to manage time, technological literacy, ability to find learning resources. In this research all these components get good results. From an external perspective, including family support, lecturers, motivation from others, signal conditions, which in this research in a good category.
2. In online learning practice, the provision of materials, media, methods, feedback, communication, interaction, motivation growth and creativity growth by lecturers in this research is in the good category. This

causes the quality of online learning to be considered good by students as evidenced by the GPA owned by 69.2% of students getting a GPA between 3.5-4.

ACKNOWLEDGMENTS

Thank you to the research team, respondents, and seminar organizers who have helped the research and seminar process so that this research and article can be completed properly.

REFERENCES

- [1] Purwanto, A., Pramono, R., Asbari, M., Santoso, P. B., Wijayanti, L. M., Yun, C. C., Et Al. (2020). Studi Eksploratif Dampak Pandemi COVID-19 Terhadap Proses Pembelajaran Online Di Sekolah Dasar. *Edupscouns Journal (Journal Of Education, Psychology, And Counseling)*, 2, 1-12.
- [2] Nicola, M., Alsafi, Z., Sohrabi, C., Kerwan, A., Al-Jabir, A., Iosifidis, C., Et Al. (2020). The Socio-Economic Implications Of The Coronavirus And COVID-19 Pandemic: A Review. *International Journal Of Surgery*, 1-24.
- [3] Surat Edaran Nomor 36962/MPK.A/HK/2020 tentang perpindahan proses pembelajaran tatap muka menjadi pembelajaran daring.
- [4] Surani, Dewi., Kusuma, Jaka Wijaya., Kusumawati, Nugrahini. (2020). Platform Online Dalam Perkuliahan Pada Masa Pandemi Covid-19. *Journal Of education. Graduate School Of Universitas Negeri Malang* Volume 5 Nomor 9.
- [5] Arsyad, A. (2011). *Media pembelajaran*. Jakarta: PT Raja grafindo persada
- [6] Riyana, C. (2020). Konsep pembelajaran online. *Modul Pembelajaran On-Line, 1*
- [7] Indriyani, Fenny and Yusnani. (2021). Peran Orang Tua dalam Pelaksanaan Pembelajaran Daring pada Siswa Sekolah Dasar di Pulau Rona Kecamatan Bangkinang Research & Learning in Faculty of Education Journal. Volume 3 Nomor 1 Tahun 2021 Halaman 90-96.
- [8] Nastiti, Rizky and Hayati, Nurul (2020). Pembelajaran Daring pada Pendidikan Tinggi: Tantangan Bagi Mahasiswa dan Dosen di Tengah Pandemi. *INOBISS* Volume 03 Nomor 03 Juni 2020.
- [9] Hasmiati and Sudirman (2021). Karakter Disiplin Mahasiswa dalam Pembelajaran Daring di IAIM Sinjai. *Prociding Seminar Nasional Setiabudhi* Volume 1 Nomor 1 Mei 2021.
- [10] Alhafid, Arif Fayyat and Desri Nora AN. 2020. "Kontribusi Dukungan Sosial Orang Tua Dan Peran Teman Sebaya Terhadap Hasil Belajar Sosiologi Siswa Kelas X Dan XI Di SMA Negeri 2 Bengkulu Selatan." *1(4):284-300*.
- [11] Supriadi, S. (2017). Pemanfaatan Sumber Belajar Dalam Proses Pembelajaran. *Lantanida Journal*, 3(2), 127.
- [12] AECT. 1977. *Selecting Media for Learning*. Washington DC: Association for Education Communication and Technology.
- [13] Sudjana, Nana dan Ahmad Rivai. 2005. *Media Pengajaran*. Bandung: Sinar Baru Algensindo
- [14] Sugandi, Achmad dan Haryanto. (2007). *Teori Pembelajaran*. Semarang: Universitas Negeri Semarang Press.
- [15] Vera, Nawiroh. (2020). Strategi Komunikasi Dosen dan Mahasiswa dalam Meningkatkan Kualitas Pembelajaran Daring selama Pandemi Covid-19. *Avant Garde. Jurnal Ilmu Komunikasi* Volume 08 Nomor 02 Desember 2020.