

The Online Teaching Effectiveness During Covid-19 Pandemic

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Abstract

This study aims to describe the conditions of social problems that occurred in the midst of the Covid-19 pandemic through online learning activities. This paper is a qualitative study focused on analyzing responses related to learning activities required from home as a result of the Covid-19 social problems obtained from a survey of respondents. Based on the data obtained, shows that the implementation of online learning has been carried out effectively seen from the readiness of the teacher, the ability to use applications, responses and benefits obtained.

Key words: Covid-19, Corona Virus, Social Problems, Online Teaching

INTRODUCTION

The Covid-19 pandemic has hit various sectors in Indonesia (Ahluwalia, 2020; Guru et al., 2021; Panganiban1 & Madrigal, 2020). Not only the economic sector is getting overwhelmed, the tourism sector, transportation, and manufacturing sectors are also on fire this pandemic (Guru et al., 2021; Isnain, Hendrastuty, et al., 2021; Rahman Isnain et al., 2021). The education sector has also undergone major changes . Now, sector Education in Indonesia has a new face and system at the same time create pros and cons in society (Nugroho, 2021; Nurkholis et al., 2021; Pamungkas & Mahfud, 2020). Referring to the Circular Ministry of Education and Culture Number 40 of 2020 concerning "Policy Implementation" Education in an Emergency Period for the Spread of Corona Virus Disease (Covid19)", Minister of Education and Culture (Mendikbud), take a number of policies to deal with the pandemic (Ahdan et al., 2021; Indonesia, 2022; Tindakan et al., 2021). Policy These include the abolition of the National Examination; system change School exams; changes in the regulation of New Student Admission (PPDB); and the determination of learning from home (online learning) (Abidin et al., 2022; Febriantini et al., 2021; Mulyah et al., 2020). Of several the policy, the determination of online learning is a policy that most reap the pros and cons in society (Arpiansah et al., 2021; Nabila et al., 2021; Sulistiani et al., 2020). Based on the author's survey, at first this policy was deemed appropriate at the start of the pandemic (Ikhwan et al., 2022; Novita et al., 2020; Sinaga & Pustika, 2021). Parents and education activists consider that this is the best way to protect students from exposure to Covid-19 (Aldino & Sulistiani, 2020; Lockett & Shay, 2020; Mahfud & Fahrizqi, 2020). However, anxiety begins to arise along with the lengthening of time online learning (Ayu & Sari, 2021; Maskar et al., 2020; Styawati et al., 2022). The first anxiety was caught by the student's guardian who feel troubled with the tasks of the teacher. In particular, for students Kindergarten and elementary school, where the role of guardians is needed to complete online assignments (Melyza & Aguss, 2021; Putri & Sari, 2021; Wahyudin & Kuswoyo, n.d.). Learning is not effective because students think "home" is a place to play and relax (Al Falaq et al., 2021; Handayani & Aminatun, 2020; Samanik, 2018). student Guardian Those who are not aware of technology also seem to be dizzy with learning all-digital online (Ariesta, W., Aina, M., Uslan, S. K., & Aminatun, 2021; Ayu, 2020; Risten & Pustika, 2021).

LITERATURE REVIEW

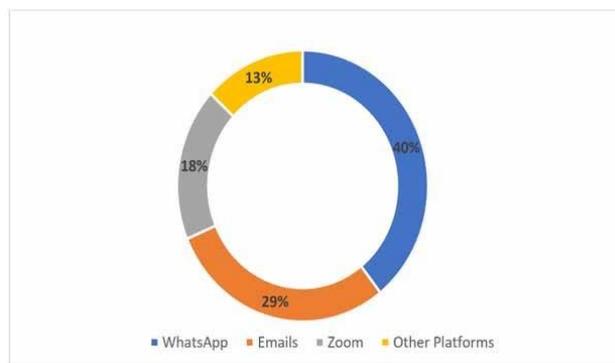
Online learning is the application of electronic devices in learning so that any learning theory can be used applied to e-learning (Muliyah & Aminatun, 2020; Nadya et al., 2021; Rohman et al., 2020). Fast transition to online learning is best a solution to avoid uninterrupted education while universities are closed to ensure faculty members and student safety (Choirunnisa & Mandasari, 2021; Qodriani & Wijana, 2021; Saputra & Pasha, 2021; Yuliansyah & Ayu, 2021). Following the World Health Organization's declaration on March 11, 2020 that the new corona virus outbreak is a pandemic and social distancing is needed, most of the global education institutions are turning to online learning (Fatimah et al., 2020; Mandasari, 2020; Yulianti & Sulistyawati, 2021). This is the first time for most students and teachers to deal with e-learning without previous experience. Over the past few decades, online education has been investigated in different phases; online teaching, online learning, campus support staff, course support materials, effectiveness of the learning process, etc. Recently, digitization has expanded the capacity and impact of electronic learning. The emergence of online education as a significant field of education, along with launches (massive open online courses) (MOOCs), emphasizing the importance of promoting digital learning outcomes through improving educational strategies. The emergence of the novel coronavirus COVID-19 in Wuhan, China, and its global outbreak is a significant public health emergency that compels all sectors of government to take precautions to block the COVID-19 attack from all educational institutions, schools, colleges, universities. Lockdown is implemented to maintain social distance among all members of society (Aguss et al., 2021; Isnain, Sakti, et al., 2021; Tuhuteru, 2020). As the world is moving to a new digital life from different perspectives, for example, marketing, finance, communication, social service, education are moving slowly towards digital display.

Currently, the COVID-19 pandemic is forcing most of the educational institutions in the world to deal with it with new learning trends and requires teachers and students to equip them with what they need e-learning skills (Nadir et al., 2021; Suwarni & Handayani, 2021). During the COVID-19 pandemic, the learning process is carried out at home by utilizing online and offline media other media. Studying at home has several advantages, including saving on transportation costs, reducing stress because of congestion on the highway, and have a lot of free time (Oktavia & Suprayogi, 2021). Besides that, Studying at home has several weaknesses, including causing boredom, reducing work motivation, and an increase in electricity costs or internet quotas. Study at home during The COVID-19 pandemic is very different from the study habits of previous students. This can cause boredom. As a result, students' interest and motivation to learn decreased. On the other hand, studying at home is an alternative way to keep the learning process going during the coronavirus pandemic. But, it can also have an impact on a student's interest in learning. Task given by the teacher is not done; students are more likely to do play activities than study at home. Even in certain areas, students take advantage of their study time at home to play together at their friends' houses, play games, and so on. As a result, the learning process at home does not run effectively.

METHOD

Collecting data in the form of a questionnaire through a google form filled in by 10 students, I made 7 questions that they filled with their opinion between choosing online teaching or offline teaching and the effectiveness of online teaching for students .

Figure 1



RESULTS AND DISCUSSION

The teachers and learners use blackboard platforms in Saudi universities to teach some general and elective courses before the COVID-19 crisis. After switching to fully online learning, the universities used the same platform (Blackboard) in online learning. However, some technical issues have been confronted by teachers as well as learners. So, they were compelled to use other learning communication tools to continue in online learning during COVID-19. One of the survey-based questionnaire questions is about other applications that were used during online learning other than Blackboard.

Figure 1 demonstrates the use of other technologies according to the learners' responses; the WhatsApp platform was used by most of the students during online learning with a percentage of 40% and the second platform is emails with a ratio of 29%. The rate of Zoom Platform uses was 18%. Zoom was used for two reasons; first, learners could not use the Blackboard tool. Second, they were having some problems with Blackboard. Other platforms like Google classroom, Microsoft teams, and other platforms were used with a percentile of 13%.

Table 3 displays the overall samples' responses for the 5-point Likert scale. The following statistical computation and measurements were used in the analysis:

- a. Reliability Analysis using the Cronbach alpha value, which was used to test the variables' reliability.
- b. Descriptive Analysis is used to analyze the results and check the variations among variables.
- c. Correlation using Pearson's and Spearman's scale.

Table 3 displays the students' views and attitudes towards the similarities and differences between classroom-based learning and online learning. It also displays the comparison between Face-to-Face (traditional) and online learning's effectiveness, tasks, activities, etc. from the students' views with the five satisfactions scales (strongly agree, agree, neutral, disagree, strongly disagree) for six factors.

CONCLUSION

The purpose of the current study was to determine the learners' attitudes and assessments towards online learning activities to evaluate online education's effectiveness during the

COVID-19 pandemic. Interestingly, the correlation between the independent variable and dependent variables is positive. The analysis revealed that the differences in factors' scores are positively correlated in students' assessments towards online preference, efficiency, success, and participation during online learning, whereas negatively correlated in terms of assignments, tasks, and examinations. The most critical finding from this study is that Pearson's r score was low, related to assignments, examinations, and other online learning tasks. This factor did not show correlation with other elements. The scores of Spearman's tests between all the factors were correlated positively. The p -value scores are significantly the same in terms of online learning's preference, efficiency, success, and participation.

In contrast, they are significantly different in terms of assignments, tasks, and examinations according to Cronbach's score. This paper highlighted the students' perception of the effectiveness of online learning during the COVID-19 pandemic. It crystallized our plan towards the change in teaching and learning methods is required to enhance and make online learning successful. It is time to investigate the difficulties and challenges that learners and teachers encounter during the transition to a new mode of education, which will be future research.

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