THE COVID-19 IMPACT ON SYSTEM LEARNING ON UNDERGRADUATE STUDENTS

Anggun Fauza
English Education

Anggunfauzia01@gmail.com

Abstract

The COVID-19 pandemic occurred in Indonesia in March 2020, the government has issued a policy in the world of education to temporarily eliminating face-to-face learning and replacing it with online learning, including universities. The online learning system or e-learning is a media that can be used for distance learning. Besides having positive effects of e-learning, there are also negative impacts that are certain to occur. The impact of the COVID-19 pandemic has also affected the education system in Indonesia. This study aims to analyze the activities and impacts of online learning during the pandemic in English Education study program of Universitas Teknokrat Indonesia. This study used a qualitative descriptive method with sources consisting of students of the English Education study program. Based on the results of online learning research during the pandemic in the English Education study program of Universitas Teknokrat Indonesia using the Website learning model and applications are: spade.teknokrat.c.id, zoom meeting, google meet, whatsapp, and youtube. The results of the learning that each student gets varies from unsatisfactory to very satisfying. Some of the problems faced by students include: understanding of the material, availability of internet quota, unstable network, supporting facilities such as laptop, projectors and memory. Online learning will be more effective if the teacher is more creative and varied in learning so that it can attract students' interest to learn.

Key words: Covid 19 pandemic, Online learning activity, College students

INTRODUCTION

WHO (World Health Organization) officially declared the corona virus (COVID-19) as a pandemic on March 9, 2020. This means that the corona virus has spread widely in the world (Arpiansah et al., 2021; Rahman, 2021; Tuhuteru, 2020). The term pandemic seems frightening, but in fact it has nothing to do with the malignancy of the disease but rather its widespread spread. The coronavirus causes mild or moderate symptoms, such as fever and cough, and most of them go away within a few weeks. But for some people at high risk (the elderly and people with chronic health problems, such as heart disease, high blood pressure, or diabetes), the corona virus can cause serious health problems (Fahrizqi et al., n.d.; Mahfud & Gumantan, 2020; Saputra & Pasha, 2021). That is why it is important for all of us to understand how to reduce the risk of spreading the virus. The Covid-19 pandemic that has hit the world for the past six months has had an impact on changes in learning activities (Fadilah & Kuswoyo, 2021; Novita et al., 2020; Sohrabi et al., 2020). Since March 2020 online learning activities have become an option for the ministry of education and culture to prevent the spread of the Covid-19 virus (Maskar et al., 2020;

Rohman et al., 2020; Yuliansyah & Ayu, 2021). The Covid-19 pandemic has an impact on the world of education, including university education. The existence of this corona virus outbreak hinders teaching and learning activities that usually take place face-to-face.

Based on a government circular, all activities outside the room have been temporarily suspended to reduce the spread of Covid-19, including learning activities (Ayu & Pratiwi, 2021; Sari & Oktaviani, 2021). Universitas Teknokrat Indonesia is one of the universities that conducts online learning. But actually before the Covid-19 Pandemic, Universitas Teknokrat Indonesia had carried out online learning but only a few courses. However, during the Covid-19 pandemic, Universitas Teknokrat Indonesia implementing online learning for all courses. The policy was made by the Chancellor of the Universitas Teknokrat Indonesia regarding online learning in order to reduce the spread of Covid-19. Therefore researchers want to know Do changes to the learning system with online learning have an impact on the quality of student learning?.

LITERATURE REVIEW

Learning activities are the best tools for increasing knowledge and skills. Many students think that campus is a very fun activity, they can interact with each other. Schools can improve students' social skills and social class awareness (Ambarwati & Mandasari, 2020; Thornton & Houser, 2005; Yudiawan et al., 2021). The school as a whole is a medium of interaction between students and teachers to improve integrity abilities, skills, and others. But now learning activities on campus have stopped suddenly because of the Covid-19 interference. However, distance learning using online methods has several advantages and disadvantages that affect the learning process and outcomes. Online learning can be more effective if it is supported by the means, including cellphone, laptop or computers and of course internet network and quota (Muliyah et al., 2020; Putri & Sari, 2021; Sinaga & Pustika, 2021).

In this millennial era almost anything can be accessed online, technological developments are more sophisticated, these technological developments make things easier and more efficient and flexible. Especially in education with technology, education will be more efficient and flexible (Mandasari, 2016; Qodriani & Wijana, 2021; Yulianti & Sulistyawati, 2021). Not only face-to-face learning, but in the current era, education is already using online learning so it can be accessed anywhere and anytime. Currently, there are many

applications and websites that can be used as online learning media. Many types of media can be used to support the implementation of online learning such as virtual classes using the Google Classroom service and instant messaging applications such as WhatsApp (Lusa et al., 2020; Mandasari & Agusty, n.d.; Suprayogi & Eko, 2020). Universitas Teknokrat Indonesia uses learning media in the form of applications and websites such as Whatsapp to create discussion groups, Youtube to explain learning materials, Zoom which is for holding meetings, or explaining material for more detail, or sharing about the problems at hand. Universitas Teknokrat Indonesia also has its own website that can be accessed by students, namely spada.ac.id. On the website, the lecturer provides a list of attendees to students by filling in a discussion forum, then the teacher also provides explanatory material in the form of word documents, pdf, e-books, and videos, and finally the teacher gives a posttest as the assignment of the meeting.

METHOD

This study used a qualitative descriptive method with sources consisting of students of the English Education study program (Ahluwalia, 2020; Pahdi et al., 2020). The aim of the researchers conducting this research is to analyze the activities and impacts of online learning during the Covid-19 pandemic. This study involved participants consisting of students from the English Education study program, Faculty of Art and Educational Universitas Teknokrat Indonesia. Respondents consisted of 23 English Education students, 16 female students and 7 male students.

This research is being carried out with a survey first to English Education batch 2018, the author gives several questions about the impact of changes to the learning system using online learning via google form which is then distributed with a link via WhatsApp. In this paper, the author seeks answers to the following research questions:

1. Does online learning have an impact on understanding learning materials ?

2. Does online learning have a psychological impact on college students ?

3. What kind of impact do college students have?

4. "Most of the college students used their online learning time wrong, such as opening social media or playing games, while the E-Learning is only opened to fill absences, but not to read or understand the material"

5. Does online learning reduces the quality of college student learning ?

6. Does online learning give an impact on college student learning discipline ?

7. Do you feel happy with online learning ?.

Why did the authors do this research? Because through this analysis the writer can find outwhat are the impacts and responses of students to changes in the learning system.

2.2 Procedure

The research was done according to the following step-by-step plan:

Step 1. Create a questionnaire

Step 2. Disseminating a questionnaire in the student's academic writing class

Step 3. Collecting data through the Google Forms with their further processing

Step 4. Reviewing Online Learning Process Activities

As a questionnaire data collection instrument, this survey includes questions aimed at finding some relevant information about student perspectives. The research was conducted using Google Forms, then sent it to students and tracked all their responses in one place. The students received a message containing 7 questions related to their participation in the survey as shown in the Questionnaire (Appendix 2). Once completed, the questionnaire is automatically sent to the Google Drive research folder, which allows monitoring student responses (Herison et al., 2019). Participation in the survey was 23 students of English education batch 2018 who took part in this survey.

RESULTS AND DISCUSSION
3.1 Result

Table 1. Impact of changes in learning using online learning.

NO	QUESTIONS	YES	NO	MAYBE	SOMETIMES
1.	Does online learning have a psychological impact on college students ?	56,5%	0%	43,5%	
2.	Does online learning reduces the quality	87%	13%		

NO	QUESTIONS / STATEMENT	AGREE	STRONGLY AGREE	DISAGREE	STRONGLY DISAGREE	NEUTRAL
	of college student learning ?					
3.	Do you feel happy with online learning ?	17,4%	8,7%		73,9%	

Table 2. Impact of changes in learning using online learning

NO	QUESTIONS / STATEMENT	AGREE	STRONGLY AGREE	DISAGREE	STRONGLY DISAGREE	NEUTRAL
1.	Does online learning give an impact on college student learning discipline?	43,5%	39,1%	17,4%		
2.	"Most of the college students used their online learning time wrong, such as opening social media or playing games, while the E-Learning is only opened to fill absences, but not to read or understanding the material"	47,8%	21,7%	4,3%	0%	26,1%

Table 3. Impact of changes in learning using online learning

NO	QUESTIONS	POSITIVE	NEGATIVE
1.	Does online learning have an impact on understanding learning material?	43,5%	56,5%
2.	What kind of impact do college students have?	39,1%	60,9%

3.2 Discussion

This article aims to prove Does changes in the learning system using online learning during Pandemy Covid-19 have an impact on the quality of student learning?. The population in this study are students of English Education department batch 2018. Based on the data that the writer already got, it can be said from the percentage comparison. Students feel happy with online learning. Most of the students answered 73.9% (sometimes), 13.4% (Yes), and 8.7% (No). Besides that, College Students used their online learning time wrong, such as opening social media or playing games, while E-Learning is only opened to fill attendance & assignments, but not to read or understanding the material, from the data that the authors get, most students answer agree with the percentage 47.8%, while 26.1% neutral, 21.7% strongly agree, 4.3% disagree, and 0% strongly disagree (Mandasari et al., n.d.; Oktaviani, 2012; Simamora & Oktaviani, 2020). Then the authors also find out whether online learning reduces the quality of student learning? and the data prove that most students answer "Yes" 87% while students who answer "No" 13%. So it can be conclude that some from the population that online learning does not have effect on the quality of student learning, but that's just a few of their population, maybe they are used to independent learning (Almuafiry et al., 2017; Gazali & Yusmaita, 2018; Ries, 2011). However, most of them agree that online learning can affect the quality of student learning. Because students are not used to using online learning for all lessons, students are required to study independently so it can affect the quality of their learning.

CONCLUSION

Based on the research, the writer got the data. The author tries to find out whether changes to the learning system using online learning during Pandemy Covid-19 have an impact on the quality of student learning? The data prove that online learning can affect the quality of student learning. With online learning, most students misuse their study time, they don't use time to maximize learning, but with online learning they use their time for other activities such as playing games and opening social media, while E-Learning is only opened to fill attendance and assignments, rarely used to read or understand the material (Fatimah & Puspaningtyas, 2020; Pramita et al., n.d.; Sari, 2020). Online learning is

effective in overcoming learning as a means of interacting between teachers and students in virtual classes that can be accessed anywhere and anytime. Online learning can allow students to study independently (Ayu, 2020). However, there are weaknesses that student online learning is not well supervised during the online learning process. The learning outcomes obtained by each student vary from unsatisfactory to very satisfying. It is also one of the factors that causes the quality of student learning to decline. Some of the problems faced by students include: understanding of the material, availability of internet quotas, unstable networks, supporting facilities such as laptops, projectors and memory. Weak internet signal and high cost of internet quota are challenges for online learning(Melyza & Aguss, 2021). Online learning will be more effective if the teacher is more creative and varied in learning so that it can attract student interest in learning.

REFERENCES

Ahluwalia, L. (2020). EMPOWERMENT LEADERSHIP AND PERFORMANCE: ANTECEDENTS. *Angewandte Chemie International Edition, 6(11), 951–952.*, *7*(1), 283. http://www.nostarch.com/javascriptforkids%0Ahttp://www.investopedia.com/terms/i/in_specie.asp%0Ahttp://dspace.ucuenca.edu.ec/bitstream/123456789/35612/1/Trabajo de Titulacion.pdf%0Ahttps://educacion.gob.ec/wp-content/uploads/downloads/2019/01/GUIA-METODOL

Almuafiry, H., Jurusan, E., Informatika, T., Adhi, T., & Surabaya, T. (2017). Game Edukasi Bahasa Indonesia Kelas 1 Sekolah Dasar Berbasis Android Menggunakan DGBL-ID Model. *Integer Journal*, *2*(1), 10–20.

Ambarwati, R., & Mandasari, B. (2020). THE INFLUENCE OF ONLINE CAMBRIDGE DICTIONARY TOWARD STUDENTS'PRONUNCIATION AND VOCABULARY MASTERY. *Journal of English Language Teaching and Learning*, *1*(2), 50–55.

Arpiansah, R., Fernando, Y., & Fakhrurozi, J. (2021). GAME EDUKASI VR PENGENALAN DAN PENCEGAHAN VIRUS COVID-19 MENGGUNAKAN METODE MDLC UNTUK ANAK USIA DINI. *Jurnal Teknologi Dan Sistem Informasi*, *2*(2), 88–93.

Ayu, M. (2020). Online learning: Leading e-learning at higher education. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, *7*(1), 47–54.

Ayu, M., & Pratiwi, Z. F. (2021). THE IMPLEMENTATION OF ONLINE LEARNING IN ENGLISH LANGUAGE TEACHING DURING PANDEMIC: THE TEACHERS'VOICE. *Journal of Research on Language Education*, *2*(2), 93–99.

Fadilah, R., & Kuswoyo, H. (2021). Transitivity Analysis of News Reports on Covid-19 of Jakarta Post Press. *The 1st International Conference on Language Linguistic Literature and Education (ICLLLE)*.

Fahrizqi, E. B., Mahfud, I., Yuliandra, R., & Gumantan, A. (n.d.). TINGKAT KEBUGARAN JASMANI MAHASISWA OLAHARAGA SELAMA NEW NORMAL PANDEMI COVID-19. *Tadulako Journal Sport Sciences And Physical Education*, *8*(2), 53–62.

Fatimah, C., & Puspaningtyas, N. D. (2020). Dampak Pandemi Covid-19 terhadap Pembelajaran Online Mata Pelajaran Matematika di MAN 1 Lampung Selatan. *JURNAL PENDIDIKAN MATEMATIKA UNIVERSITAS LAMPUNG*, *8*(4), 250–260.

Gazali, F., & Yusmaita, E. (2018). Analisis Prior Knowledge Konsep Asam Basa Siswa Kelas XI SMA untuk Merancang Modul Kimia Berbasis REACT. *Jurnal Eksakta Pendidikan (Jep)*, *2*(2), 202. https://doi.org/10.24036/jep/vol2-iss2/249

Herison, A., Romdania, Y., Akbar, D., & Pramanda, D. (2019). PERAN AESTHETIC EXPERENTIAL QUALITIES DAN PERCEIVED VALUE UNTUK KEPUASAN DAN LOYALITAS PENGUNJUNG WISATA BAHARI DI PROVINSI LAMPUNG. *Pariwisata Pesona*, *04*(1), 1–10.

Lusa, S., Rahmanto, Y., & Priyopradono, B. (2020). The Development Of Web 3d Application For Virtual Museum Of Lampung Culture. *Psychology and Education Journal*, *57*(9), 188–193.

Mahfud, I., & Gumantan, A. (2020). Survey Of Student Anxiety Levels During The Covid-19 Pandemic. *Jp. Jok (Jurnal Pendidikan Jasmani, Olahraga Dan Kesehatan)*, *4*(1), 86–97.

Mandasari, B. (2016). An Analysis of Teachers' Beliefs toward Authentic Materials in Teaching Listening. *Teknosastik*, *14*(1), 19–25.

Mandasari, B., & Agusty, S. T. P. (n.d.). MOBILE LEARNING: THE IMPACT OF WHATSAPP USAGE IN ENGLISH LANGUAGE LEARNING. *Section Editors*.

Mandasari, B., Suprayogi, M., Maskar, S., Mat, M. P., Mahfud, I., & Oktaviani, L. (n.d.). *FAKULTAS SASTRA DAN ILMU PENDIDIKAN*.

Maskar, S., Dewi, P. S., & Puspaningtyas, N. D. (2020). Online Learning & Blended Learning: Perbandingan Hasil Belajar Metode Daring Penuh dan Terpadu. *PRISMA*, *9*(2), 154–166.

Melyza, A., & Aguss, R. M. (2021). Persepsi Siswa Terhadap Proses Penerapan Pembelajaran Pendidikan Jasmani Olahraga Dan Kesehatan Pada Pandemi Covid-19. *Journal Of Physical Education*, *2*(1), 8–16.

Muliyah, P., Aminatun, D., Nasution, S. S., Hastomo, T., & Sitepu, S. S. W. (2020). EXPLORING LEARNERS'AUTONOMY IN ONLINE LANGUAGE-LEARNING IN STAI SUFYAN TSAURI MAJENANG. *Getsempena English Education Journal*, *7*(2), 382–394.

Novita, D., Husna, N., Azwari, A., Gunawan, A., & Trianti, D. (2020). *Behavioral Intention Toward Online Food delivery (The Study Of Consumer Behavior During Pandemic Covid-19)*. *17*(1), 52–59.

Oktaviani, L. (2012). The use of media in teaching english at the first grade in SMP Al-Issah International Islamic Boarding School Batu. *Unpublished. Malang: University of Muhammadiyah Malang. Xiv*.

Pahdi, R., Mailizar, & Abidin, Z. (2020). Indonesian junior high school students' higher order thinking skills in solving mathematics problems. *Journal of Physics: Conference Series*, *1460*(1). https://doi.org/10.1088/1742-6596/1460/1/012031

Pramita, G., Lestari, F., & Bertarina, B. (n.d.). Study on the Performance of Signaled Intersections in the City of Bandar Lampung (Case Study of JL. Sultan Agung-Kimaja Intersection durig Covid-19. *Jurnal Teknik Sipil*, *20*(2).

Putri, N. R., & Sari, F. M. (2021). INVESTIGATING ENGLISH TEACHING STRATEGIES TO REDUCE ONLINE TEACHING OBSTACLES IN THE SECONDARY SCHOOL. *Journal of English Language Teaching and Learning*, *2*(1), 23–31.

Qodriani, L. U., & Wijana, I. D. P. (2021). The 'New'Adjacency Pairs in Online Learning:

Categories and Practices. *Ninth International Conference on Language and Arts (ICLA 2020)*, 121–125.

Rahman, Y. A. (2021). Vaksinasi Massal Covid-19 sebagai Sebuah Upaya Masyarakat dalam Melaksanakan Kepatuhan Hukum (Obedience Law). *Khazanah Hukum*, *3*(2), 80–86. https://doi.org/10.15575/kh.v3i2.11520

Ries, E. (2011). *The Lean Startup: How constant innovation creates radically successful businesses.* Crown Publishing.

Rohman, M., Marji, D. A. S., Sugandi, R. M., & Nurhadi, D. (2020). Online learning in higher education during covid-19 pandemic: students' perceptions. *Journal of Talent Development and Excellence*, *12*(2s), 3644–3651.

Saputra, V. H., & Pasha, D. (2021). Comics as Learning Medium During the Covid-19 Pandemic. *Proceeding International Conference on Science and Engineering*, *4*, 330–334.

Sari, F. M. (2020). UNDERGRADUATE STUDENTS'VIEWS ON THE USE OF ONLINE LEARNING PLATFORM. *THE SECOND INTERNATIONAL CONFERENCE ON ENGLISH EDUCATION*.

Sari, F. M., & Oktaviani, L. (2021). Undergraduate Students' Views on the Use of Online Learning Platform during COVID-19 Pandemic. *TEKNOSASTIK*, *19*(1), 41–47.

Simamora, M. W. B., & Oktaviani, L. (2020). WHAT IS YOUR FAVORITE MOVIE?: A STRATEGY OF ENGLISH EDUCATION STUDENTS TO IMPROVE ENGLISH VOCABULARY. *Journal of English Language Teaching and Learning*, *1*(2), 44–49.

Sinaga, R. R. F., & Pustika, R. (2021). EXPLORING STUDENTS'ATTITUDE TOWARDS ENGLISH ONLINE LEARNING USING MOODLE DURING COVID-19 PANDEMIC AT SMK YADIKA BANDARLAMPUNG. *Journal of English Language Teaching and Learning*, *2*(1), 8–15.

Sohrabi, C., Alsafi, Z., Neill, N. O., Khan, M., & Kerwan, A. (2020). *Since January 2020 Elsevier has created a COVID-19 resource centre with free information in English and Mandarin on the novel coronavirus COVID- 19 . The COVID-19 resource centre is hosted on Elsevier Connect , the company ' s public news and information . January*.

Suprayogi, S., & Eko, P. B. (2020). The Implementation of Virtual Exhibition Project in English for Tourism Class for University Students. *Academic Journal Perspective: Education, Language, and Literature*, *8*(2), 87–97.

Thornton, P., & Houser, C. (2005). Using mobile phones in English education in Japan. *Journal of Computer Assisted Learning*, *21*(3), 217–228.

Tuhuteru, H. (2020). Analisis Sentimen Masyarakat Terhadap Pembatasan Sosial Berksala Besar Menggunakan Algoritma Support Vector Machine. *Information System Development (ISD)*, *5*(2), 7–13.

Yudiawan, A., Sunarso, B., Suharmoko, Sari, F., & Ahmadi. (2021). Successful online learning factors in covid-19 era: Study of islamic higher education in west papua, indonesia. *International Journal of Evaluation and Research in Education*, *10*(1), 193–201. https://doi.org/10.11591/ijere.v10i1.21036

Yuliansyah, A., & Ayu, M. (2021). The Implementation of Project-Based Assignment in Online Learning during Covid-19. *Journal of English Language Teaching and Learning*, *2*(1), 32–38.

Yulianti, T., & Sulistyawati, A. (2021). *Online Focus Group Discussion (OFGD) Model Design in Learning.*