

## ORIGINAL SCIENTIFIC PAPER

# Online Learning Process and Results in Indonesia

Suyoto<sup>1,5</sup>, Sudargo<sup>2,5</sup>, Rosalina Br Ginting<sup>3,5</sup>, Nur Azis Rohmansyah<sup>4</sup>

<sup>1</sup>Universitas PGRI Semarang, Department of Bahasa Indonesia Education, Semarang, Indonesia, <sup>2</sup>Universitas PGRI Semarang, Department of Information Technology Education, Semarang, Indonesia, <sup>3</sup>Universitas PGRI Semarang, Department of Civic Education, Semarang, Indonesia, <sup>4</sup>Universitas PGRI Semarang, Department of Sport Education, Semarang, Indonesia, <sup>5</sup>Universitas PGRI Semarang, Quality Assurance Agency, Semarang, Indonesia

## Abstract

The focus of this research is (1) to describe and analyze how the process of online lectures at Universitas PGRI Semarang, and (2) to describe and analyze how the results of the implementation of online lectures at Universitas PGRI Semarang in suppressing disparities in higher education quality. Therefore, the purpose of this research is to monitor and evaluate the implementation of online learning at Universitas PGRI Semarang through the mechanism of online learning guidelines by the Quality Assurance Institute. This research uses a mixed method or often referred to as a mixed method. Data collection for the online lecture process was captured by using an online lecture implementation questionnaire filled out by students and lectures via googleform. The second data is student learning outcomes/achievements downloaded from the Universitas PGRI Semarang Lecture Information System (SIP). The results of the implementation of online lectures at Universitas PGRI Semarang are still not in line with expectations. Because students who carry out online lectures are not necessarily in a place with stable internet access, even though on the other hand online lectures require good internet access not only from the lecturer side but also from the student side. The limitations experienced by these students can cause the understanding of the material that has been delivered by the lecturer can not be maximized. The conclusion of the implementation of lectures are still not maximized so that it needs to be addressed immediately by increasing the effectiveness and efficiency of learning, one way is by providing education quota assistance or carrying out blended learning by taking into account the principles of the Covid-19 prevention protocol.

**Keywords:** Education, National, College, Online

## Introduction

Indonesian education has experienced various problems during the Covid-19 pandemic. The social impact of social distancing is very influential on the implementation of learning. Conditions during the Covid-19 pandemic are called special conditions so that the implementation of learning is also carried out in a different way, namely Distance Learning. Distance learning is carried out based on the circular letter of the Minister of Education and Culture number 4 of 2020 regarding the implementation of education policies in an emergency situation of the spread of the virus (Pengelola Web Kemendikbud, 2020).

Distance learning is a big challenge for teachers and students in carrying out learning. Learning is done in two ways, namely online and offline (Adnan, 2020). Online learning can be defined as e-learning. Online learning is done using a network or online

while learning outside the network without using a network. This means that through online learning during the Covid-19 pandemic, teachers and students can master science and technology. Mastery of technology is one of the frameworks of thinking in the 21st century in Indonesia. Mulyanti, Purnama, & Pawinanto (2020) explains that the 21st century thinking concepts that will be applied in basic education include: (1) creative and innovative thinking, (2) critical thinking and problem solving, (3) communication and collaboration; (4) information, media, and technology skills; (5) life and career skills, namely the formation of character and spiritual values.

Online learning is not a new model in Indonesia. Several studies on the implementation of online learning at the elementary school level have been carried out. Online learning has a positive impact and shows high student motivation (Adnan, 2020;

Correspondence:

**Montenegro  
Sport**

Suyoto  
Universitas PGRI Semarang, Department of Bahasa Indonesia Education, Jl. Sidodai Timur no. 24-Dr.Cipto, Semarang, Indonesia 50125  
E-mail: suyoto@upgris.ac.id

Mulyanti et al., 2020). In addition, the use of the Edmodo application in online learning has a significant effect on student learning outcomes in science subjects compared to conventional learning. Online learning is considered effective and efficient because it can be done anywhere and anytime using a cellphone, android, laptop, or computer (OECD, 2020). Online learning during the Covid-19 pandemic needs attention from several aspects such as how to practice, what applications are used, and what strategies are used so that learning can be carried out properly.

The concept of online learning refers to e-learning. E-learning was created for distance learning. Distance learning separates students and teachers based on distance and time. In addition, this learning is one form of innovation in the world of education since the advent of internet technology. Computer programs are increasingly varied with the use of the internet so that distance learning can be carried out in multiway (Popovici & Mironov, 2015). Popovici & Mironov (2015) explain the abbreviation "E" in e-learning means electronics. E-learning is all forms of learning activities that utilize electronic media to help humans learn. This opinion has a broad meaning because it emphasizes electronics-based. Meanwhile, Zare, Sarikhani, Salari, & Mansouri (2016) and Samir Abou El-Seoud, Taj-Eddin, Seddiek, El-Khouly, & Nasseir (2014) explain that e-learning is the use of internet technology and computer networks in the human learning process. This opinion is significantly more specific because of its emphasis on internet-based.

Dhawan (2020) explains that e-learning refers to online learning, which means intentionally using information and communication technology networks in the teaching and learning process [7]. In particular, Suresh, Vishnu Priya, & Gayathri (2018) states that e-learning is a learning model in digital format. Implementation of e-learning can be done directly and indirectly. Implemented directly means that when the teacher gives lessons, students can immediately hear. While the implementation is done indirectly, for example, the instructor's message is recorded before being used.

Through online learning, students can study as usual and will not miss lecture material, as well as more flexible time (Aboagye, Yawson & Appiah, 2020; Adnan, 2020; OECD, 2020; Sobaih, Hasanein & Elnasr, 2020). However, online learning is not fully welcomed by students, because there are some students who think online learning is more difficult than ordinary learning (Adnan, 2020; Mulyanti et al., 2020), not to mention internet quota must be available and this is the biggest difficulty experienced by students, network problems, availability of learning tools such as laptops, the level of material understanding is felt to be better if doing face-to-face lectures, and also not all lecturers and students are ready to operate online learning systems quickly, including preparing lecture materials digitally.

The development of information and communication technology has a significant impact, including in the education aspect (Dhawan, 2020; Mulyanti et al., 2020; Popovici & Mironov, 2015; Samir Abou El-Seoud et al., 2014). Students and lectures can easily gain knowledge or insight from the internet. The number of sources scattered on the internet allows academics to access them via smartphones or gadgets. This development has begun to be used by several universities in Indonesia in the implementation of their educational programs known as online lecture programs or e-learning/online learning systems. Online lectures themselves can be understood as formal education organized by universities in which students and instructors (lecturers) are located in separate locations, thus requiring an interactive telecommunications system to connect the two and the various resources required in it.

Online lectures during the Covid-19 pandemic are the most appropriate way to carry out the learning process for students

(Ali, 2020; Sobaih et al., 2020; Yusuf & Al-Banawi, 2013; Zare et al., 2016). This lecture activity can be carried out through various learning applications such as WA Group, Google Classroom, Zoom, Google Meet, etc., although it is realized that the results achieved will not be as optimal as the process carried out face-to-face on campus. The focus of this research is (1) to describe and analyze how the process of online lectures at Universitas PGRI Semarang, and (2) to describe and analyze how the results of the implementation of online lectures at Universitas PGRI Semarang in suppressing disparities in higher education quality. Therefore, the purpose of this research is to monitor and evaluate the implementation of online learning at Universitas PGRI Semarang through the mechanism of online learning guidelines by the Quality Assurance Institute.

## Method

This research uses a mixed method or often referred to as a mixed method. The research sample was carried out randomly (proportional random sampling), so that all members of the population had the same opportunity and were not bound to be included in the sample. To determine the size of the sample in this study using the calculation formula recommended by Issac and Michael (1995) with a total of 2472 student respondents and 333 lecturer respondents from the Study Program. Data collection for the online lecture process was captured by using an online lecture implementation questionnaire E-Learning filled out by students via googleform, the second data is student learning outcomes/achievements downloaded from the Lecture Information System (SIP). In this study, the instrument used was a closed questionnaire (created by the authors of this study), because the researcher had already provided the answers so that the respondents just had to choose. The scale used is the five-point Likert Scale.

This research uses a mixed research with sequential exploratory methods, namely the research starts from collecting qualitative descriptive data to describe how the process in implementing online lectures starts from preparation, implementation of learning, evaluation, and reflection. Furthermore, quantitative data was collected to determine the results and effectiveness of online learning. The first result is used to answer the first problem question, and the second result is used to answer the second problem question. Furthermore, the two results are combined to get a complete picture of the implementation of online lectures. This research was carried out for 8 months, starting from May to December 2020. The location of this research is in all Study Programs at Universitas PGRI Semarang. Data analysis techniques were carried out using: descriptive analysis and quantitative analysis.

## Results

The data obtained from this study includes the national standards of higher education according to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning the National Standards of Higher Education, in particular Article 4 (1) consists of: Graduate competency standards are used as the main reference in developing learning content standards, learning process standards, learning assessment standards, lecturers and education staff standards, learning facilities and infrastructure standards, learning management standards, and learning financing standards by showing that the most in accordance choices are chosen by lecturers (52.84%) and students (41.28%) (Table 1).

The standard of learning content is the minimum criteria for the level of depth and breadth of learning material that refers to graduate learning indicating that very suitable is chosen by the lecturer (100%) while students show quite appropriate with 48.46% (Table 1).

**Table 1.** The results of the research

	graduate competence standard		learning content standards		learning process standards		learning assessment standards		standards of lecturers and education staff		standard of learning facilities and infrastructure		learning management standards	
	Lecturer	Student	Lecturer	Student	Lecturer	Student	Lecturer	Student	Lecturer	Student	Lecturer	Student	Lecturer	Student
very inappropriate (%)	0	2.36	0	2.22	0	1.40	0	0.52	0	1.24	0	0.77	0	1.12
it is not in accordance with (%)	1.39	6.14	0	5.06	3.57	5.50	0	3.03	0	2.57	0	5.61	0	3.15
quite appropriate (%)	20.44	37.95	0	48.46	23.21	40.85	5.65	34.14	1.04	27.94	5.65	32.40	8.33	30.98
In accordance (%)	52.84	41.28	0	35.86	26.49	43.95	51.79	48.65	55.36	51.30	39.29	45.17	44.41	45.95
very suitable (%)	25.33	12.27	100	8.39	46.73	8.30	42.56	13.65	43.60	16.95	55.06	16.05	47.25	18.80
Total (%)	100	100	100	100	100	100	100	100	100	100	100	100	100	100

The standard of the learning process is the minimum criteria regarding the implementation of learning in the study program to obtain graduate learning outcomes. The standard of the learning process includes the characteristics of the learning process, the planning of the learning process, the implementation of the learning process, and the student's learning load. It shows that the lecturers are very suitable with 46.73% while the students are in accordance with 43.95% (Table 1).

Learning assessment standards are the minimum criteria regarding the assessment of student learning processes and outcomes in order to fulfill the learning outcomes of graduates showing a response from lecturers (51.79%) and students (48.65%) namely in accordance (Table 1).

The standards of lecturers and education staff are the minimum criteria regarding the qualifications and competencies of lecturers and education staff to provide education in the context of fulfilling graduate learning outcomes, showing lecturers at 55.36% and students 51.30% for in accordance (Table 1).

Facilities and infrastructure standards have minimum criteria regarding facilities and infrastructure in accordance with the needs of the content and learning process in order to fulfill graduate learning outcomes with lecturers choosing 55.06% for very suitable and students 45.17% for in accordance (table 1).

Learning management standards are minimal criteria regarding planning, implementation, control, monitoring and evaluation, as well as reporting of learning activities at the study program level, indicating that lecturers choose very suitable (47.25%) and students choose in accordance (45.95%) (Table 1).

## Discussion

Taking these aspects into account, was deserved to how lecturers from Universitas PGRI Semarang succeeded in imparting knowledge during the Coronavirus pandemic. At the same time, we focused our paper on analyzing students' perceptions of their experiences during exclusive online learning, and what impact this type of learning has on their ability to learn and process information.

This study shows that when studying exclusively online, some of the previously mentioned benefits and advantages diminish in value and the disadvantages become more prominent. Students who responded to our questionnaire believed that exclusively online learning had no beneficial effect on information assimilation and processing, that it was more difficult to learn and focus online, and that teaching was also more difficult.

In the context of the crisis posed by the pandemic, the hierarchy of reasons why students are reluctant to study online is changing. Technical problems are the most frequently reported problems, which play a major role in reducing students' learning motivation. Lack of technical skills of lecturers is another important reason and this finding confirms the results of other research conducted during the crisis (Suresh et al., 2018). The incompatibility of teaching style with the online environment is the next reason, and at the last point, students mention poor communication and interaction with lecturers. These last two reasons are generated on the one hand by a lack of technical skills, and on the other by the resistance to change and lack of flexibility of some teachers to adapt in order to adequately impart knowledge in the online environment.

All of these elements are reflected in students' perceptions of the quality of the online education process, the overall score scale showing a simple result: the average level of satisfaction. Although there are several studies showing positive attitudes of students towards exclusive online learning during the crisis (Allo, 2020; Mulyanti et al., 2020), our results are consistent with recent research conducted on university students (De-Marcos, Domín-

guez, Saenz-De-Navarrete & Pagés, 2014; Popa, Repanovici, Lupu, Norel & Coman, 2020). However, the intermediate score of the overall score scale regarding satisfaction with exclusive online learning indicates that, despite all the problems encountered, students have the ability to relate these problems to the context of a pandemic when lecturers and students are forced to face situations they have never faced before. So, some teachers do try. Although there are several studies showing positive attitudes of students towards exclusive online learning during the crisis (Allo, 2020), our results are consistent with recent research conducted on university students (Popa et al., 2020), which confirms the negative attitude of students towards online learning.

Therefore, given the short time in which the lecturers had to adapt to the new teaching conditions, most of them managed to overcome the challenges, but there is still room for improvement. In this regard, our findings reveal that the educational process is teacher-centred rather than student-centered, and when there is an attempt to adopt a more student-centred process, students feel too much pressure due to the sheer number of tasks they undertake. asked to solve. The student-focused educational process involves assigning students more responsibilities and more assignments, but unfortunately, as students are not used to this type of learning, they feel pressured, making them more prone to developing negative attitudes towards online teaching and learning. Lecturers use a variety of tools when delivering online lectures to make lectures more interesting, but sometimes feedback from students is delayed, assignments are not concise, and lecturers often fail to express their expectations clearly. The reason why the online education process faces so many problems is represented by the fact that the traditional way that lecturers used to deliver the practical part of the course was no longer suitable for the online environment. So, because they do not manage to adapt quickly and find solutions, lecturers create confusion and uncertainty among students.

In terms of student attitudes towards the use of E-learning platforms, students generally consider the platform to be a useful tool for online teaching and learning. Students prefer platforms that allow multiple users to communicate via video for a longer period of time, which does not pose as many technical problems, thereby facilitating interaction between them and their lecturers.

According to the Technology Acceptance Model (Zare et al., 2016), The intention to use an E-learning platform is influenced by the perceived ease of use of the tools provided by the platform and by the perceived usefulness of the tools. In this context, our findings reveal that students do not experience difficulties when using the tools offered by the E-learning platform, they become intuitive and easy to manage. Therefore, our results reveal that only perceived ease of use and perceived usefulness are not sufficient to determine students' use of an E-learning platform, as suggested by other studies (Aboagye, Yawson & Appiah, 2020; Adnan, 2020; OECD, 2020; Sobaih et al., 2020).

This study has without doubt certain limitations because E-learning has limitations. If online courses attract students who would otherwise not have attended higher education, this trend is important from a policy perspective, as it has a positive effect on the increase of human capital. Learners with low motivation or bad study habits may fall behind. Without a proper class, the students may get lost or confused about the course activities and deadlines. Students may feel isolated from the lecturer and classmates. Lecturer may not be available when students are studying or need help. Slow internet connections or older computers may make accessing course materials difficult.

The availability of supporting facilities for sophisticated online learning provides opportunities for education managers and lecturers to carry out educational reforms and innovations that

can result in increased efficiency and effectiveness of the education system, namely, problem solving, critical learning and creative learning. Thus, lecturers must seriously consider how to integrate the use of online learning during COVID-19 in education.

## Conclusion

The results and findings of our study lead to two categories of implications: practical and theoretical implications. On a practical level, a series of recommendations that are useful for lecturers can be outlined so that they can successfully improve the quality of the educational process in an online environment. This study offers a perspective on the way the educational process unfolds in a period of sudden and multiple change in the Indonesian higher education system. Thus, it is possible that after a longer period of adaptation and introduction of students and lecturers to the online environment, the quality of the educational process will improve, and students' perceptions of online learning become more positive and in line with other studies, which we mentioned earlier in this paper.

## Acknowledgments

There are no authors acknowledgments.

## Conflict of Interest

The authors declare that there is no conflicts of interest.

**Received:** 12 November 2021 | **Accepted:** 24 December 2021 | **Published:** 15 April 2022

## References

- Aboagye, E., Yawson, J.A. & Appiah, K.N. (2020). COVID-19 and E-Learning: the Challenges of Students in Tertiary Institutions. *Social Education Research*, 1(1), 109-115. doi: 10.37256/ser.122020422
- Adnan, M. (2020). Online learning amid the COVID-19 pandemic: Students perspectives. *Journal of Pedagogical Sociology and Psychology*, 2(1), 45-51. doi: 10.33902/jpsp.2020261309
- Ali, W. (2020). Online and Remote Learning in Higher Education Institutes: A Necessity in light of COVID-19 Pandemic. *Higher Education Studies*, 10(3), 16-25. doi: 10.5539/hes.v10n3p16
- Allo, M.D.G. (2020). Is the online learning good in the midst of Covid-19 Pandemic ? The case of EFL learners. *Jurnal Sinestesia*, 10(1), 1-10.
- De-Marcos, L., Domínguez, A., Saenz-De-Navarrete, J. & Pagés, C. (2014). An empirical study comparing gamification and social networking on e-learning. *Computers and Education*, 75, 82-91. doi: 10.1016/j.compedu.2014.01.012
- Dhawan, S. (2020). Online Learning: A Panacea in the Time of COVID-19 Crisis. *Journal of Educational Technology Systems*, 49(1), 5-22. doi: 10.1177/0047239520934018
- Isaac, S. & Michael, W.B. (1995). *Handbook in Research and Evaluation*. San Diego: EdITS.
- Mulyanti, B., Purnama, W. & Pawinanto, R.E. (2020). Distance learning in vocational high schools during the covid-19 pandemic in West Java province, Indonesia. *Indonesian Journal of Science and Technology*, 5(2), 271-282. doi: 10.17509/ijost.v5i2.24640
- OECD (2020). *Education responses to covid-19: Embracing digital learning and online collaboration*. Organisation for Economic Co-operation and Development. Retrieved from: <https://www.oecd.org/coronavirus/policy-responses/education-responses-to-covid-19-embracing-digital-learning-and-online-collaboration-d75eb0e8/>
- Pengelola Web Kemendikbud (2020). Mendikbud Terbitkan SE tentang Pelaksanaan Pendidikan dalam Masa Darurat Covid-19. Kemdikbud. Retrieved from: <https://www.kemdikbud.go.id/main/blog/2020/03/mendikbud-terbitkan-se-tentang-pelaksanaan-pendidikan-dalam-masa-darurat-covid19>
- Popa, D., Repanovici, A., Lupu, D., Norel, M. & Coman, C. (2020). Using Mixed Methods to Understand Teaching and Learning in COVID 19 Times. *Sustainability*, 12(8726), 1-20. doi: 10.3390/su12208726
- Popovici, A. & Mironov, C. (2015). Students' Perception on Using eLearning Technologies. *Procedia - Social and Behavioral Sciences*, 180(2015), 1514-1519. doi: 10.1016/j.sbspro.2015.02.300
- Samir Abou El-Seoud, M., Taj-Eddin, I.A.T.F., Seddiek, N., El-Khouly, M.M. & Nosseir, A. (2014). E-learning and students' motivation: A research study on the effect of e-learning on higher education. *International Journal of Emerging Technologies in Learning*, 9(4), 20-26. doi: 10.3991/ijet.



v9i4.3465

- Sobaih, A.E.E., Hasanein, A.M. & Elnasr, A.E.A. (2020). Responses to COVID-19 in higher education: Social media usage for sustaining formal academic communication in developing countries. *Sustainability (Switzerland)*, 12(16), 6520. doi: 10.3390/su12166520
- Suresh, M., Vishnu Priya, V. & Gayathri, R. (2018). Effect of e-learning on academic performance of undergraduate students. *Drug Invention*

*Today*, 10(9), 1797-1800.

- Yusuf, N. & Al-Banawi, N. (2013). The Impact Of Changing Technology: The Case Of E-Learning. *Contemporary Issues in Education Research (CIER)*, 6(2), 173. doi: 10.19030/cier.v6i2.7726
- Zare, M., Sarikhani, R., Salari, M. & Mansouri, V. (2016). The impact of E-learning on university students' academic achievement and creativity. *Journal of Technical Education and Training*, 8(1), 25-33.