



Evaluation of Online-Based Student Learning: Models During New Normal Pandemic Covid-19 in Indonesia

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Abstract

WHO reports that 150 countries have seen 170,000 cases of Covid 19 and 7,000 deaths. Indonesia in June 2020 there were 52,812 cases, 2,720 deaths. The Regional Head adopted a policy of working at home, including West Sumatra and Padang City implementing Large-Scale Social Restrictions (PSBB) in early April, and June 8, 2020 entering the New Normal era. This policy affects formal education that runs online. Webinars on topics related to the Covid-19 outbreak emerged as part of non-formal education. The research objective is to look at the conditions of on-line formal learning, when the PSBB started and the new normal era. Descriptive research through the Google Form link to students in Padang randomly to obtain information in online learning. Research shows online learning is very helpful in education, but 55.6% of respondents feel less effective during the PSBB and the new normal period increases by 55.7%. Complaints are generally the large number of assignments; the cost is 78.6% burdensome and 98.6% of students are anxious. 80% of students expect e learning or blended learning. At least face-to-face learning is needed for the emotional relationship between students and lecturers in online learning. New strategies and techniques for dealing with blended learning for non-formal education need to be carried out with the discipline of health protocols.

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INTRODUCTION

Globally, about 170,000 cases of Covid 19 have been reported, including around 7,000 deaths in around 150 countries (World Health Organization, 2020). On March 11, 2020, the World Health Organization declared the COVID-19 outbreak a pandemic (*WHO Announces COVID-19 Outbreak a Pandemic*, 2020). People with serious health conditions are at higher risk for severe COVID-19-related illness and death than younger people (*Chinese Center for Disease Control and Prevention*, 2020).

While the world and most countries in Western Europe and Asia are in a situation where the virus is under control, other regions of the world are now experiencing the spread of the disease at an increasingly rapid rate. It took three months for the first million people to become infected, but only eight days for millions of other people to become infected. Many countries in Western Europe and Asia are in a situation where the virus is under control, which can be said to be under control, other regions of the world are now experiencing the spread of the disease at an accelerating rate (Yuan et al., 2020)

The same thing happened in Indonesia, the corona virus outbreak on June 27, 2020, there were 52,812 cases, 2,720 people died and 21,909 people recovered. In the 11 July situation there was an increase in cases of 1,647 people a day. Very fantastic with the highest increase in cases in West Java and East Java (Codingest, 2020). The number of cases has reached around 72,000. This is a very complex problem both during pre-disaster, during disaster and post-disaster times. However, in several provinces in Indonesia there was also a decrease in cases, even in West Sumatra on July 9 there was not a single case (Aritonang et al., 2020).

This condition makes most countries, including Indonesia, make policies starting from Lockdown, Large-Scale Social Restrictions (PSBB). Finally, the policy of loosening the PSBB to become a new normal while still paying attention to health protocols (Andriani, 2020) dan (Saputra & Muharammah, 2020). At the beginning of the increase in cases in West Sumatra Province, in the third week of March 2020, Large-Scale Social Restrictions (PSBB) were imposed for all districts / cities. This policy applies a number of health protocols such as the Work from Home policy with a mandatory social distribution, washing hands with soap and running water, and wearing masks. This condition has an impact on the implementation of all activities including

education, such as what happened in Indonesia, the corona virus outbreak known as Covid 19, in. on 27 June 2020 there were 52,812 cases, 2,720 people died and 21,909 people recovered. In the July 11 situation there was an increase in cases of 1,647 people a day. Very fantastic with the highest increase in cases in West Java and East Java. The number of cases has reached around 72,000. This is a very complex problem both during pre-disaster, during disaster and post-disaster times. West Sumatra also imposed Large-Scale Social Restrictions and on June 8 began to shift to the New Normal era. During the implementation of this PSBB, all education sectors were carried out online.

At the beginning of the increase in cases in the province of West Sumatra, in the third week of March 2020, the enactment of Large-Scale Social Restrictions (PSBB) for all districts/cities. This policy is by implementing a number of health protocols such as the Work from Home policy with the necessity to carry out social distribution, washing hands with soap and running water, and wearing masks. This condition affects the implementation of all activities including education.

The education sector continues to carry out activities in the home ranging from basic education to tertiary institutions. In implementing tertiary education, various tertiary institutions inevitably carry out online or in networks with information technology based online. Education in the initial implementation of work from home, the lecturers and students carry out online by using various applications (Aritonang et al., 2020), . In early June 2020, the condition of the pandemic began to subside and the implementation of the PSBB turned into a transition to normal life. This is not easy, economic life has declined dramatically, daily life is not running as usual and education is carried out with information technology. Educational activities at the beginning of the PSBB and the transition to New Normal had an impact on the habits of the three-way higher education process, namely education, research and community service. Every day various national and international webinars appear (Giatman et al., 2019), (Anderson & Garrison, 1998). This phenomenon is increasingly showing the impact of the Industrial Revolution 4.0 era, with the occurrence of disruption in education. The purpose of this study was to look at Work From Home education activities in state universities in Padang, as well as see the strengths and weaknesses of online formal learning from the view of students in the work from home period and the

transition to new normal. Evaluation of student answers also aims to provide solutions in learning models which in the future will be carried out more online (Firman & Rahayu, 2020), (Darmalaksana et al., 2020), and (Windhiyana, 2020).

METHODS

The study was conducted in a descriptive analysis from universities in Padang randomly using a questionnaire filled out via google form. Learning in this network uses a population all of students in the city of Padang, especially students from state universities. Questionnaire was distributed twice, namely during the PSBB and the second at the beginning of entering the new normal era. Responden all of students in Padang university fill questioner in google form link. Analysis is carried out in accordance with the answers entered. The dissemination of the questionnaire began at the beginning of the PSBB period 210 responden and 152 responden at the end of the PSBB and entered new normal life on June 8, 2020. Respondents were asked for approval to fill out the questionnaire after being given an explanation and research objectives.

RESULTS AND DISCUSSION

From the results of the questionnaire answers circulated during the PSBB starting April 29, 2020 until the beginning of May 5, 2020. For the new normal period the questionnaire was distributed at the beginning of June 2020. entered in this study the results are described below.

Most of the respondents who answered the questionnaire circulated in the education process in the city of Padang were from 2 state universities in the city of Padang, starting with S1, S2, and S 3 students. The most netted students were from Unand and UNP Padang.

Characteristics of Respondents

Gender

During PSBB 78.3% female and male 21.7%. During the New Normal Era 86.8% of female and male 13.2%. From the gender characteristics of the respondents who gave their opinion in this by-on-line learning model, it can be seen that women gave more responses. This can be due to the fact that the population is indeed more women or women’s concern is higher than that of men. Bonnaire and Phan (2017) say there are differences in patterns of ICT use between men and women. Women use ICT more to communicate, while men use ICT more to play online video games for longer and more frequently.

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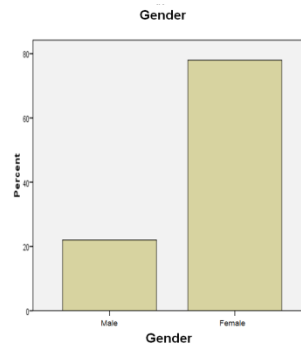


Figure 1a. Gender during the PSBB Period

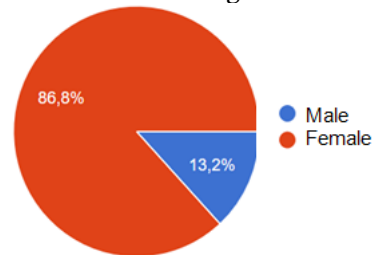


Figure 1b. Gender During the New Normal period

Respondents Age

Age of PSBB respondents during PSBB periode 15 until 40 years. The period of the New Normal era ranges from 15 to 30 years

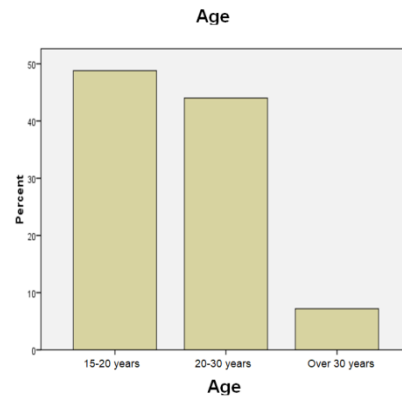


Figure 2a. Age responde PSBB Period

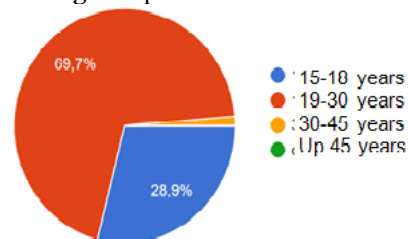


Figure 2b. Age Responden using the New Normal period

Most of the respondents are 15-40 years old. Respondents who filled out this questionnaire came from S1, S2 and S3 education. The number of respondents at this age can indicate that the respondent is active in the learning process, so they actively use information technology devices.

Number of subjects taken respondent

During PSBB 90.3 more than 5 subjects and during the new normal era 98.7% more than 5 subjects

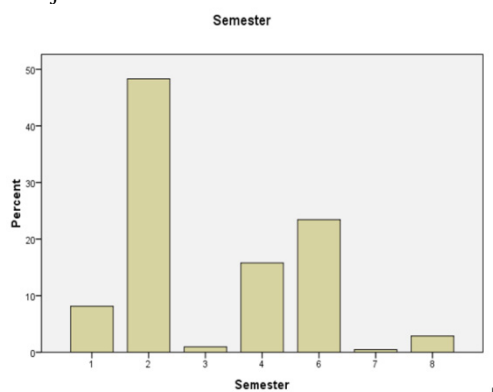


Figure 3a. Subject study During the PSBB Period

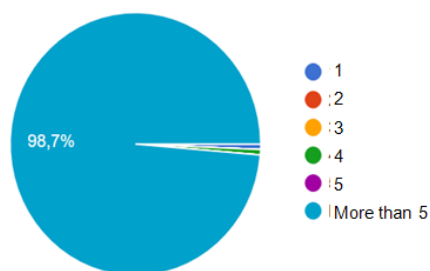


Figure 3b. Subjek During the New Normal period

Most of the respondents who filled out the questionnaire were those who took 5 or more subjects, indicating that respondents were very active in using the online learning process.

Learning Process

The PSBB period 72.8% of respondents used to use online applications and 83.6% during the new normal era. Most of the respondents also indicated that they usually use this online-based learning process in accordance with the respon-

dents' habits of using information technology at the productive age of the characteristics of the above age, as well as the large number of courses being taken.

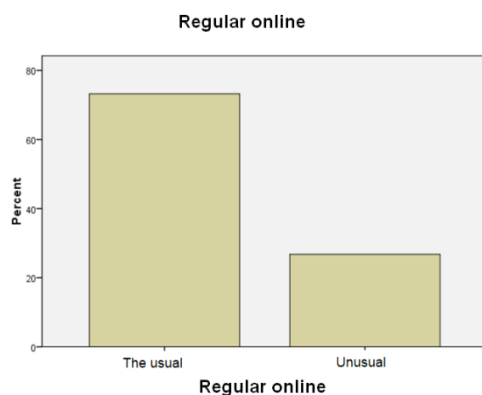


Figure 4a. Usually use online learning PSBB

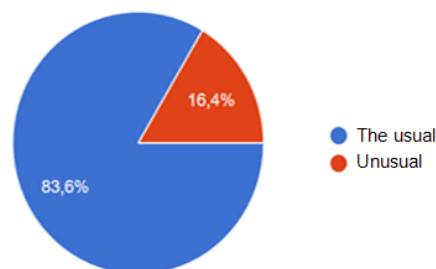


Figure 4b. Usually use online learning

Effectiveness of lectures On line

During the PSBB 55.6% stated that it was less effective and 33.8% effective. During the New Era, 55.7% were less effective and 35.5% effective. This result can see in Figure 5.

It is interesting that more than half of the respondents stated that this learning process was less effective during both the PSBB and the new era. Various factors can influence the learning process, due to the suitability of the application, the strategies used, methods, techniques and tricks so as to produce an effective learning. Culture and character of lecturers and respondents, psychological factors, culture also influence this effectiveness. Model development or choosing an appropriate and easy to use model for respondents can also make the learning process less effective.

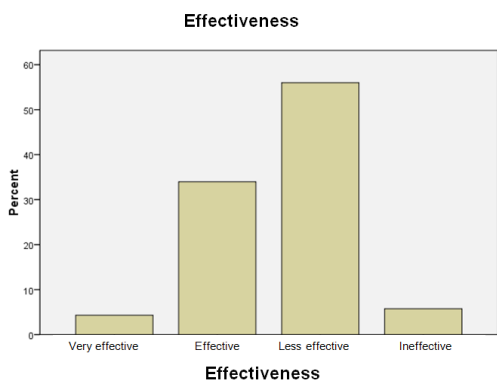


Figure 5a. Efektifities During the PSBB Period

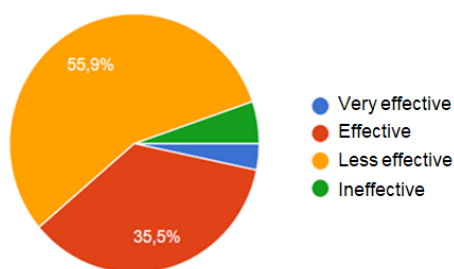


Figure 5b. Efektifities During the New Normal period

Online learning is often used during the PSBB

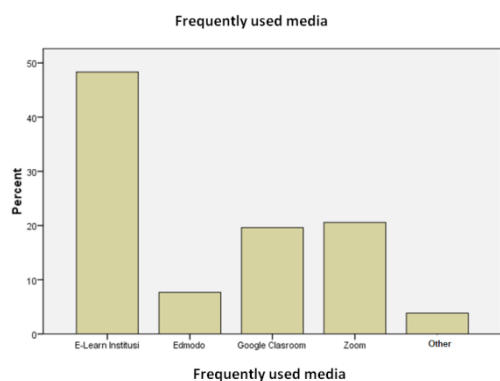


Figure 6a. During the PSBB Period

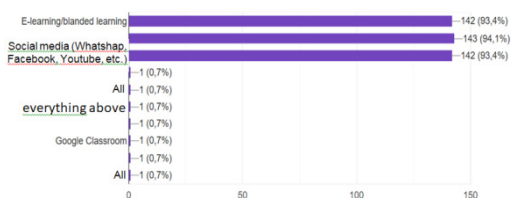


Figure 6b. Media used in the New Normal period

All respondents in the learning process with more than 5 courses said that various forms of application were used by various lecturers who provided learning. From various forms of this application has advantages and disadvantages of

each.

From all results of the survey through Google Form, it was found that respondents who filled out the questionnaire during the PSBB period with characteristics more women were 78.3% and at the transition to new normal women filled 69.7%. The age of respondents in the PSBB period ranged from 15-20 years as many as 49.3% and 43.5% aged 20-30 years. In the era of new normal age, the composition of respondents was relatively the same, namely 19-20%, as much as 69.7%. From this age profile, it indicates that respondents are dominant students who are in semester 2 to semester 4. Age who generally used to use the android application in communication and learning process. During PSBB 90.3 % more than 5 subjects and during the new normal era 98.7% more than 5 subjects too.

During the Industrial Revolution 4.0 now, there has been a disruption, a new habit that overcomes the old one. Before the covid 19 outbreak became a pandemic, lectures were still carried out conventionally through face-to-face meetings between lecturers and students (Moszkowicz et al., 2020), (Ferdig et al., 2020). The existence of the 19th plague that has become a pandemic, not only in Indonesia but also worldwide causes everyone to change old habits into new habits. This happens at all levels of education from elementary to tertiary level. This research shows that at the tertiary level, it turns out that students consider this online learning pattern to be less effective.

The results of the analysis of some open questions answered by respondents, the number of assignments given by lecturers in lectures to achieve learning outcomes feels burdensome. Nearly 80% of students are already in their own homes, but not all residential areas have adequate networks to take part in lectures and spell assignments perfectly. The existence of a pandemic outbreak that significantly affected the family economy made students feel less effective at studying online. Funding with the application of zoom and other costs also makes students have to think about financing which in each family has also become a pressure. It was proven that 98% were worried about the covid 19 outbreak, and over 80% expected the desired lecture to be blended learning. Concern is not because of the ability of students, but also due to incomplete infrastructure. Some students stated the need for financial assistance to meet the use of the application, so that lectures became perfect. This is in accordance with the statement of learning experts in a seminar, however lectures

in the network are used, it still requires at least 1 face-to-face meeting.

Producing the effectiveness of the learning process, an educator needs efforts to be able to apply a learning model that is suitable and expected by students. The learning model which is a frame in the learning process with a combination of stages, strategies, methods, techniques and tricks used will make a match between students and educators. Blended learning integrates online and face-to-face learning to create an effective learning experience (Asarta & Schmidt, 2020), (Bersin, 2004) and (Belawati & Zuhairi, 2007) Blended learning supports students to integrate not only physically, but also through an online connection via the internet outside the classroom. Students can also interact, for example through online discussions.

Blended learning that combines face to face and online is better than face to face alone. (Means et al., 2009), (Pinter et al., 2020) The combination of classroom learning or other training modalities helps develop new knowledge and skills that can be transferred to the workplace environment (Hilliard, 2015) According to (Bauk et al., 2014) Blended learning is the most popular education applied by universities in teaching and learning. This model also combines online and face-to-face learning environments to enhance learning with the application of new web technologies and tools to the learning process. Research result ((Hashim & Hassan, n.d.)) revealed that blended learning also plays a role in the scope of vocational, educational organizations and workplaces based on skills at any level, including the HOTS (High Order Thinking Skill) level. Higher order thinking skills are logical, critical, creative and problem solving skills The ratio of the number of lectures online or in person can be adjusted. Some take 50% online and 50% offline. Other comparisons exist that take 40 to 60% offline. In the current condition, which does not allow all regions to carry out the offline learning process with an outbreak and the tendency to increase Covid 19 in some areas, it is very difficult to implement blended learning with a proportional face-to-face. At least in this online learning, in principle one face-to-face must be implemented. Emotional relationships are needed in the learning process between educators and their students (Handayani, 2011), (Hadi, 2017), and (Nadziroh, 2017) .

This recovery during the 19th pandemic also made lecturers have to adjust their abilities in learning in the network. Not all lecturers have tried learning in this network, inevitably have to

get used to using. Economic problems also continue to affect lecturers' performance, because in addition to providing learning they must also learn the use of various applications that have not yet been understood.

With regard to nonformal education going forward, the results of this study still require an emotional connection between students and lecturers, between educators and the community, between trainers and those they train. At this time of the Industrial Revolution 4.0 mastery needed includes data literacy, technological literacy and human literacy (Lase, 2019), (Farrell et al., 2020) . Emotional relations are still needed, therefore blended learning is a choice for students. Zoom application are expensive for students. One meeting minimal, must be done in management basis online in education (Karim, 2017).

When we review Non-formal education is education for those who do not benefit from regular classes such as youth clubs for adult and continuing education; community education; "personal development programs in the fields of culture, language, fitness, and other arts.

(Latchem, 2018) also found that non-formal education also includes fisheries, forestry, nutrition, clean water and sanitation, family planning, childcare, health care, HIV / AIDS prevention, "gender equality, public security and justice, reconstruction and reconciliation, computing, and environmental, ecological and conservation issues as well as skills development of small businesses and local businesses.

Observe that the opportunities to fulfill the promise of Information and Communication Technology for development today are growing rapidly. There are 5 billion people in developing countries using cell phones, and the number of internet users has increased 10 times, Facebook has more than 800 million users worldwide, and Twitter handles more than 1.6 billion searches a day. (Setiawan, 2018), (Budiman, 2017) and (Ayunthara, 2016).

The World Bank is committed to supporting: Transformation: integrating innovation into service delivery and accountability. Innovation supports grassroots technology entrepreneurship and public-private programs aimed at developing technological skills and promoting innovation

However, as observed by (Sinclair, 2002), sustainability is an important consideration to prove that programs can survive and serve similar needs in various forms. Unfortunately, there has been little rigorous reporting in this sector which is difficult to prove what is working well and some findings need to be refined. Informati-

on and communication technology (ICT) can be used for non-formal education to become a powerful vehicle for achieving the Millennium Development Goals (Mulyani, 2019).

Informal learning and non-formal education have great potential to help various groups of students achieve a more desirable and beneficial state for themselves and their communities. However, developments and problems in these two models cannot be represented in the open and distance learning literature. More needs to be done to demonstrate the ways in which these two models can meet the needs of both learners and society, so that they can occupy important positions alongside the formal education system.

Facing the challenges of non-formal education going forward, research and evaluation are needed related to the design, development, application and evaluation of systems, methods, ICT, mass media and traditional forms of communication for the learning process. Cultural factors, inter-agency, cross-sectoral and cross-border collaboration, change management, financing, quality assurance and professional development are required. There is a need for a better understanding of how to enable the transition from informal learning to non-formal and / or formal education (Ambar & Ambarita, 2017).

The results of student research in byonline learning are the foundation for the needs and scope of empirically tested new models and systems for success and high-impact learning for progress. The development of a learning model can be implemented as a very important and influential key

CONCLUSION

The conclusion in this study from the evaluation of lectures during the Large-Scale Social Restrictions and the New Normal period in a relative period of 4 months is less effective and requires improvement. The university must prepare a complete infrastructure, students prepare themselves with the maximum ability to be effective in the learning process, lecturers as well as students and information technology personnel must be prepared for their expertise through ongoing training. The Era of the Industrial Revolution 4.0 had more and more real effects on the educational process. The ability to solve problems, the ability to communicate, the ability to collaborate, the ability in technology needs to be improved. Pada implementasi pendidikan nonformal, hasil dari penelitian Work from Home At this formal University of Education the results of this study

can be considered to be strengths, weaknesses, opportunities and challenges in the future both formal and nonformal.

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