

Online Learning: Problems Experienced by Students in Educational Supervision Courses

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ABSTRACT

This study aimed to describe some of the problems students face in online learning in educational supervision courses in the Kerinci Regency. This type of research is classified as a qualitative research type. This study enrolled four fifth semester students, two from class B and two from class D. The data collection techniques used in this study were observation and interviewing. The techniques used in data analysis include data collection, data reduction, presentation and conclusion. Credibility, dependability, and confirmability tests can be used to determine validity. The research phase entails the following activities: theme selection, literature review, formulation of the research objective and difficulty, data collection, data refinement, data processing, data analysis, theoretical dialogue, triangulation of findings, and research conclusions. The research findings indicate that: (1) the internet network is frequently disrupted, resulting in material explained by lecturers via zoom meetings not sounding clear and being misunderstood by students; (2) some students lack access to learning tools such as laptops and androids, which slightly impede the lecture process and group discussions during zoom meetings; and (3) the level of seriousness and activeness of students in participating in online lectures through zoom meetings is still not good.

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1. INTRODUCTION

Advances in the world of technology raise new opportunities and challenges in education. In the new normal era, online learning is still the focus for lecturers in implementing the tri dharma of higher education. Because online learning is a distance education that requires lecturers to always be creative in

transferring knowledge to students, online learning must be supported by adequate facilities and infrastructure so that the learning objectives can be adequately achieved. The development of new learning methods in the new normal era is no longer limited by space and time. Distance learning methods continue to develop using various technologies such as google meet, zoom meeting, and others based on the internet.

The word "online learning" is often used, yet it has several connotations. The term "online learning" refers to learning over the internet (Rapanta et al., 2020). Higher education's digital transformation can be defined as the total of all digital processes required to produce a transition that allows universities to use digital technology optimally (Adedoyin & Soykan, 2020). Most data is created from widely scattered sources in the era of mobile and all-internet computing, necessitating fast processing to extract its total value (Wang & Xu, 2019).

Online learning can improve society by facilitating access to education for all people, hence removing barriers to learning in the classroom. Additionally, online education allows students to customize their learning schedules, allowing them to study anywhere and at any time. Students communicate with professors via Google Classroom, Whatsapp, Zoom Meeting, and Google Meet (Wulandari et al., 2021). The online learning process is not limited to video tutorials. Other forms of multimedia access, on the other hand, may make it easier for students to study during a pandemic (Komsiyah, 2021). Thus, online learning is becoming increasingly vital for education during global health crises since it enables students to maintain contact with classmates and lecturers, even if they are not physically present, to keep up with courses. However, numerous difficulties have been noted in various countries. The most established and generally debated finding among academics and policymakers is that socially disadvantaged groups struggle to achieve the basic requirements of online learning (Ferri et al., 2020). Online education is a method of imparting knowledge via the Internet. It is a form of distance education that enables students, both children and adults, who live in remote areas or who are unable to attend a school, vocational college, or university for a variety of reasons, to acquire an education. Distance education addresses issues related to geographical distance and a range of other variables that make it difficult for students to attend classes in person. (Kim, 2020).

Several studies have been conducted to date on the problem of online learning (Sadikin & Hamidah, 2020), (Ratnawati et al., 2021), (Zhe et al., 2020), and (Siddiq et al., 2021). Previous research did not specifically examine educational supervision subjects and also did not explain the readiness of online learning facilities and the various difficulties experienced directly by students in online learning. According to the researchers' initial observations, issues that frequently arise in online learning for students majoring in Islamic Religious Education at the Kerinci State Islamic Institute include the internet network being frequently interfered with, some students lacking laptops and androids, and students being less severe and active in attending online lectures. Evaluation is critical in online learning, not only to gain a better understanding of social and motivational aspects but also to determine their effect on the quality of online learning (Kent et al., 2016). The campus has made numerous efforts and implemented solutions to address various issues, such as cooperating with PT. Telkom ensures that the internet network remains reliable and that online learning can be conducted efficiently. However, this has not been realized to its full potential since students' learning facilities are insufficient and inadequate for online learning.

This research is unique in comparison to past research. This study focuses on a single subject, specifically educational supervision, which is the scientific family of researchers. Several of the issues raised above underscore the importance of researching online learning. The goal of this study was to examine various online learning issues, with a particular emphasis on educational supervision, for fifth-semester students majoring in Islamic Religious Education at Kerinci Jambi State Islamic Institute.

2. METHODS

This research was conducted at the Department of Islamic Education, the State Islamic Institute of Kerinci, Jambi Province. This type of research is classified as a qualitative research type. The author

chooses qualitative research because it prioritizes the analysis of events or processes and conditions of natural objects to obtain meaning with the researcher as the main instrument (Sugiyono, 2016). So that it can be seen in detail what problems are experienced by students in online learning, especially educational supervision courses.

The data sources in this study were students majoring in Islamic Education at the State Islamic Institute of Kerinci who took educational supervision courses. Two students from the fifth semester of class B and two students from the fifth semester of class D were informants in the research. The researcher chose the informants above because the informants could feel firsthand what problems were experienced by students in online learning in educational supervision courses, and it was hoped that the informants could provide clear and real information in accordance with the facts in the field, making it easier for researchers to collect the necessary data.

Data collection was carried out in December 2021. The data collection strategy used in this study was an observation and interview approach which was carried out directly during online lectures through zoom meetings. Observation is an open data collection method that involves observing people and places in the research area. In this study, direct observation was carried out, where the author stated frankly to the informants that the author was observing them so that the entire research process could be known. Interviews are as common in qualitative research as are observations. Qualitative interviews occur when the researcher asks one or more open-ended questions to one or more participants and records their responses. After copying and typing the data, the researcher transferred it to a computer file for review (Creswell, 2012). The interviews conducted in this study were not face-to-face with the informants but used WhatsApp because the lectures were conducted online.

Data analysis techniques include data collection, data reduction, data visualization, and drawing conclusions. The validity of the data was determined by using the credibility, dependability, and confirmability tests. Credibility checks are carried out by expanding observations, triangulation, and membership verification. The research phase consists of activities: topic selection, literature evaluation, formulation of research objectives and problems, data collection, data refinement, data processing, data analysis, theoretical dialogue, triangulation of findings, and study conclusions.

3. FINDINGS AND DISCUSSION

This study described various online learning problems, especially educational supervision for fifth-semester students majoring in Islamic Education, Kerinci State Islamic Institute, Jambi Province. We conducted interviews and observations with students about the problems of online learning. This research was conducted in December 2021, before the final semester exam. This study focused on three things, namely the internet network, student learning tools, and student activity. To ensure the trustworthiness of the research, we carried out several methods, namely triangulation and member reflection. In information triangulation, we compare our observations and participants' knowledge with their interviews to avoid subjectivity bias and test for consistency of findings. As for member reflection, we provide interview answers for member reflection or member-checking by involving all informants to provide feedback so that their views are not wrong and reflect the informants' experience. This study focused on three things, namely the internet network, student learning tools, and student activity.

1. Internet Network

The internet network is essential in the online learning process. Kerinci Regency has a good internet network, but at certain times, the internet network can die due to weather conditions or landslides. This is in line with the following excerpts from interviews conducted with students:

"During online lectures, I often experienced network problems, especially when it rained very heavily, the internet signal was not good, so I did not understand what the lecturer explained during the lecture" (Oksi Opra, interview in December 2021).

In addition, statements from other students who felt the impact of the poor quality of the internet network were as follows:

"I personally really complain about the unstable internet signal, of course it can reduce my concentration in studying, so that I don't understand a lot, what has been explained by the lecturer" (Arini Vatia, interview in December 2021).

Problems that commonly arise during online learning can be influenced by several factors, one of which is related to signal strength. In addition, many lecturers still use the lecture method during online learning. The lecture method can only work in one direction of communication. So if it is felt that students do not understand the lecture material well, the lecturer will repeat the explanation of the material (Iqnatia Alfiansyah, 2021). Another challenge of online learning is the availability of internet services. Some students take online learning at their respective homes. It is difficult for them to get access to a good internet signal when they return home and take online learning at their respective homes, slightly in remote areas (Sadikin & Hamidah, 2020).

Online learning is a challenge for lecturers at IAIN Kerinci. It has several weaknesses, such as bad weather and landslides that cause the internet network to die and weaken. The instructions and explanations of lecturers are still very poorly understood by students.

2. Student Study Tools

Online activities must take advantage of the many available online materials to boost the added value of media. While academics will be worried about encouraging learning activities that demand more hardware, many universities in developed nations will now have open-access computer rooms where lecturers can ensure that students have the bare minimum of hardware to see or listen to lectures. To put it another way, if students cannot view or hear the video or audio footage that takes the course material from home into the classroom, they can be encouraged to use existing college resources (Bach et al., 2007).

In the online learning process for educational supervision courses, lecturers face several obstacles. This can be seen from the following excerpts of student interviews:

"There are some students who don't have laptops or notebooks, so it is very difficult for us to carry out group discussions when we will share our presentation slides with other groups and also the course lecturers" (Rizal Candra, interview in December 2021).

In addition, the results of direct observations made by lecturers in charge of educational supervision courses show that there are still many students who do not have Android. This can be seen in the zoom meeting, which found two or three students on one screen of the zoom meeting participants. Online learning is sure to experience some obstacles. This obstacle was experienced by students who did not have an android or laptop, which resulted in the virtual explanation of the material given by the lecturer not being able to be understood and digested in detail by students and some of the students still felt confused (Maemanah & Yakin, 2021).

3. Student Activity

Lecturers are limited in exercising control during online learning. This is due to a discussion forum menu in the application used. Even if the menu is there, many students don't use it well. Another phenomenon, some students even leave online classes to do other activities without being controlled by the teacher. This means that some students are not fully active from the beginning to the end of learning (Damayanti & Irwan, 2021).

This is in line with the following excerpts from student interviews:

"What makes students less active in online learning is due to poor internet signal, so that there are some students who repeatedly go out and enter Zoom without being controlled by the lecturer concerned. In addition, poor internet signal also resulted in a lack of explanations from student discussions that took place at the zoom meeting so that many students did not focus on seeing and hearing all the explanations from their friends" (Muhammad Hafis, interview in December 2021).

Preparation before offering learning services is very important in determining the success of learning, especially in online learning, where lecturers and students are separated. This online learning must understand the basics of learning and how students learn. The quality of education is determined not by facilities but by course design (Daulay et al., 2021). Lecturers have minimal control over online

learning. This is because this application does not have a discussion forum menu. Even when the menu already exists, many students do not use it effectively. Another trend is that some students leave the online classroom to engage in other activities without any supervision from the lecturer. Accessibility for online learners is critical because it is about easily accessible material and conducive interactions that must exist even in online learning (Rosadi, 2021).

Numerous students are frightened of online education. They view diminished social contact in the context of education as a serious concern. They are concerned about their peers' lack of stimulation and enjoyment and about the possibility of losing a special bond with their teacher. After all, something of the enchantment appears to be lost without them. As a result, students require assistance in developing collaborative abilities via text-based media and online interaction with leaders and lecturers. Creating successful online learning materials is a costly endeavour for both direct and indirect costs. Few academics possess all the required skills, nor do they have the time or inclination to develop them. Generally, subject-matter experts, creative Web developers, programmers, and instructional designers must be developed. Processes for quality assurance and evaluation are also critical, but they involve additional time and effort (Salmon, 2002).

Internet media usage in distance education and on-campus situations creates previously unimaginable options for learners' support. Numerous instructors publish lecture notes or slide presentations on websites. Simultaneously, instructors continue to deliver lectures, tutorials, and seminars in the way lecturers have always done. One way to approach these questions is through reflective practice, which involves reflecting on current activity to explain it (Macdonald, 2008). Due to the geographical separation of students and professors in online learning, lecturers may not monitor student activities during online learning. There is no guarantee that students will listen attentively to lectures and other students participating in the zoom meeting (Sadikin & Hamidah, 2020). By gaining a more excellent knowledge of students' preparation for online learning and how demographic factors affect this readiness, lecturers can improve their online learning strategy and their online experience and satisfaction (Chung et al., 2020).

Online learning can actually help lecturers in implementing the tri dharma of higher education. because, online learning is an innovation in learning methods and also an alternative choice for students who are very economical which can reduce the limitations of face-to-face meetings. Lecturers must be able to organize online classes properly so that students can understand the material well. For this reason, the readiness of online learning support resources and facilities must be equipped so that problems that occur in online learning can be minimized.

4. CONCLUSION

Problems that occur during online learning include the available internet network, especially in Kerinci Regency, which is still inadequate, especially during bad weather, making it difficult for students taking educational supervision courses. In addition, some students do not have lecture facilities such as laptops or Androids, which is a small obstacle to online learning in educational supervision courses. Finally, there are still many students who are not actively and seriously involved in online learning, especially in educational supervision courses. Campuses, lecturers, students, and supporting infrastructure for online learning are all critical in resolving online learning issues and minimizing potential harm to students in terms of lecture material delivery. For the next researcher, it suggest to deepen and explore more research on online learning problems so that subsequent research can complement the results and findings that have not been obtained in this study

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