

Problems of Online Learning According to Students during the Covid-19 Pandemic

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ARTICLE INFO

Keywords:

problems of online learning;
learning media;
pandemic covid-19

Article history:

Received 2021-12-17

Revised 2022-05-11

Accepted 2022-11-21

ABSTRACT

This study aims at describing the types of problems experienced by students while participating in online learning, online learning media that students prefer, and evaluation of the implementation of online learning according to students at the Indonesian Muslim University during the Covid-19 pandemic. This study uses a survey method. The research sample is the students of the Faculty of Letters. The data collection technique used in this study is Google form questionnaire and analyzed by using quantitative descriptive statistics. The results show that the types of problems experienced by students while participating in online learning are generally caused by two factors, namely internal factors: unable to focus on attending lectures, problem on internet network, lack of cost to buy internet quota, and external factors: class schedules change frequently, the use of less effective learning media, redundant assignments. Online learning media that are generally preferred by students are Zoom Meeting, UMI Kalam e-Learning, and WhatsApp. According to students, some points that need to be evaluated in online learning include: lecturers often change class schedules and immediately organize face-to-face learning, lecturer learning strategies are less effective, giving excessive assignments, internet connections often in problems, students need to receive internet quota fund, and lecturers are still less skill in using digital learning media.

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1. INTRODUCTION

Since the determination of Covid-19 as a global pandemic by the World Health Organization (WHO), the Indonesian government has taken a series of emergency response in form of social restriction policies in almost all sectors of people's lives, one of which is in the education sector. For this

reason, the Ministry of Education and Culture issued a policy so that all educational institutions stop all face-to-face learning activities, and then carry out online learning or Distance Learning (PJJ).

Before the Covid-19 pandemic hit Indonesia, the term PJJ was regulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 109. However, in the Ministerial Regulation which was ratified in 2013 used the term Distance Education which its implementation regulates at the higher education level only. However, currently, it is also applied at the primary and secondary education levels. Distance education itself is defined as a teaching and learning process that is carried out remotely through the use of various communication media and technology (Mendikbud RI, 2013).

For students at all level, the implementation of online learning during the Covid-19 pandemic requires the support of technology, information and communication devices, such as smartphones, laptops, or computers, which are used to access online learning activities, such as accessing learning materials, filling attendance, doing assignments, presenting material via video conference, and other learning activities. Thus, technological devices that are usually only used as communication and entertainment media needs; now have others function as learning media.

Besides technological devices, the ability of educators or lecturers to use and utilize technological devices in online learning activities is also important. Given the ability of lecturers to utilize learning media appropriately during the pandemic, it will certainly improve student learning motivation in participating in online learning, so it is hoped that it can also indirectly improve learning outcomes (Zhafira, Ertika, & Chairiyaton, 2020). For this reason, lecturers are expected to be able to create fun and innovative online learning schemes so that students' interest and motivation in participating in online learning can improved well (Widiastuti & Subekti, 2021).

This new life order or new normal in the education sector certainly creates various problems in society, including for students at the Indonesian Muslim University (UMI) who are the subjects of this research. In fact, students are not fully accustomed to doing online learning activities, especially for those who live in areas with inadequate internet network connections. Likewise, many lecturers are still not very proficient in using digital-based online learning media or applications. This includes parents who also complain about the increased costs to finance their children's online learning activities, such as buying internet quotas or other electronic devices.

One of the keys in ensuring the effectiveness of online learning is implementing active learning. Active learning includes a number of models, methods, and related learning movements (Nastiti & Hayati, 2020). In addition, lecturers should also have the ability to utilize various digital learning media. Likewise with Purwati & Nugroho (2018) that the ability of lecturers to design and implement an online learning will determine whether the learning will be effective or not. From a student's perspective, according to Dabbagh (2007), things that students must possess in order to be able to participate in online learning well are a high learning spirit, technology literacy, intrapersonal communication skills, collaboration, and independent study skills.

Previous research that is relevant to the topic of this research includes Sulata & Hakim (2020) the research results found that the obstacles to online lectures for students at the State University of Surabaya include the less of quota internet and problems on signal network, also technical lectures that burden students with many assignments in short time. Furthermore, the results of Widodo & Nursaptini (2020) research found that the problems faced by students at the University of Mataram during online learning include: unstable internet connection, online media often have errors, and limited internet quota, thus making students admit that they are bored and unable to focus on joining online lectures. However, it is different from Nastiti & Hayati (2020), the research results found that lecturers and students at Banjarmasin City universities already have good readiness in facing online lectures, because generally they have been able to use digital learning tools well. Likewise with Abduloh et al. (2021) found that online learning during the Covid-19 pandemic was considered effective to replace conventional learning systems, although several factors related to the implementation of online learning must still be considered.

On the other hand, the research results of Harunasari, Dwigustini, Halim, & Susillawati (2021) found that more than 50% of students in Indonesia stated that online learning during the Covid-19 pandemic was considered useful, but it was not easy to use the technology. Similar to the results of research by Saragih, Sebayang, Sinaga, & Ridlo (2020) who found that the majority of students at Sari Mutiara Indonesia University had positive perceptions regarding the implementation of online learning in two aspects, namely aspects of the learning process and aspects of lecturer capabilities, but had negative perceptions on aspects of online learning facilities and infrastructure.

Some of the research results that have been described show that during the Covid-19 pandemic, not all students experience the same problems while participating in online learning. In addition, in the context of the Indonesian Muslim University, research that examines problems such as what students experience while participating in online learning during the Covid-19 pandemic has never been carried out. For this reason, this study formulated several problems related to how online learning problems faced by students during the Covid-19 pandemic, what types of learning media students preferred, and what things should be evaluated in online learning activities according to students.

2. METHODS

This type of research is descriptive quantitative using survey method. This research was conducted at the end of the Odd Semester of the Academic Year 2021/2022. In this semester, teaching learning process at the Indonesian Muslim University (UMI) Makassar is still held online. The data collection technique used a questionnaire which was distributed online for one month using Google forms. The type of questionnaire used is a closed question questionnaire and an open question. In the closed-questionnaire, students are directed to choose the answers provided by the researcher, while in the open-ended questionnaire, students are given the freedom to determine their own answers, so that objective and in-depth responses are obtained regarding the types of problems experienced by students during online learning, the preferred online learning media, and evaluation of the implementation of online learning according to students during the Covid-19 pandemic. The research sample was students of the Faculty of Letters, which consisted of six study programs. The number of students who filled out the questionnaire was 422 respondents, with details of 105 male and 317 female respondents, and coming from five years level. The research data that has been obtained is then analyzed using descriptive statistical techniques, with the following steps: recapitulating the characteristics of the respondent's data, processing the questionnaire response data in the form of graphs and percentages, and describing the results of data analysis based on the research objectives that have been formulated.

3. FINDINGS AND DISCUSSION

The following is the description of the data analysis results and discussion of the four core questions of the research questionnaire that the respondents have filled out. The first question is "What problems do you often experience while participating in online learning during the Covid-19 pandemic?" The percentage of data analysis results in the first question is presented in Figure 1.

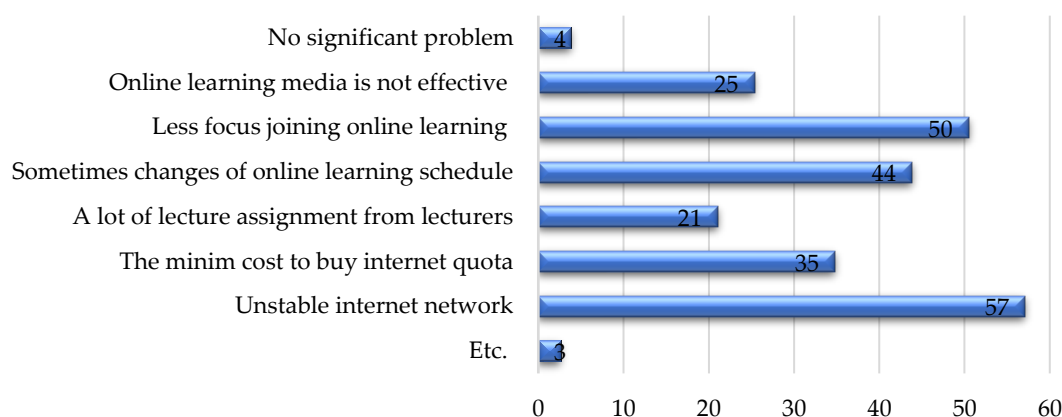


Figure 1. Types of Students Problems during Online Learning

Based on Figure 1, it shows that the types of problems experienced by respondents during online learning vary widely. The majority of the problems experienced by respondents were related to internet network connections which were sometimes unstable, namely 57%, 50% unable to focus on online learning, lecturers' lecture schedules often changed as much as 44%, and the lack of cost to buy internet quota as much as 35%. Other types of problems are that online learning media are less effective by 25%, lecture assignments from lecturers are excessive as much as 21%, and other problems as much as 3%. Only 4% of respondents stated that they did not experience any problems at all. This data shows that the problems experienced by students while participating in online learning are generally caused by two factors, namely internal student factors, such as not being able to focus on attending lectures, problem on internet networks, lack of cost to buy internet quota, and student external factors, such as frequent lecture schedules changed by the lecturer, the use of learning media that is less effective, and the excessive assignment from lecturers. This is in line with Widodo & Nursaptini (2020) that the problems experienced by students when attending online lectures are generally related to internet connections, less effective online learning media, limited internet quotas, lots of assignments, and so on.

The second question is "What types of learning media do you like most while participating in online learning during the Covid-19 pandemic?" The percentage of data analysis results in the second question is presented in Figure 2.

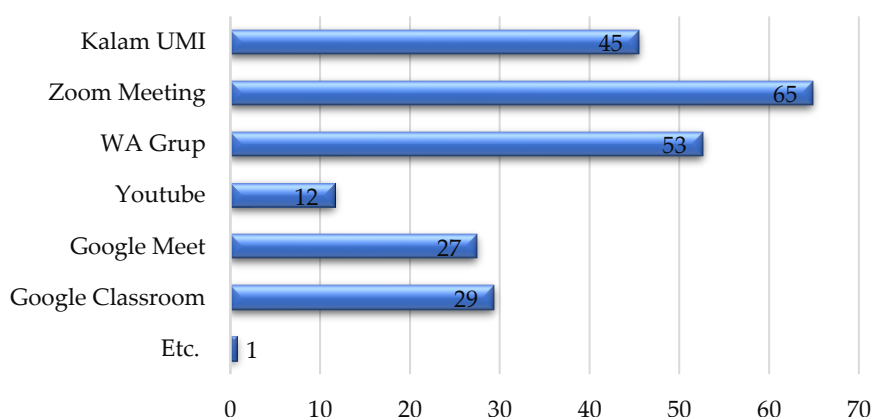


Figure 2. Students' Preference of Online Learning Media

Based on Figure 2, it shows that the types of learning media that respondents prefer during online learning are quite diverse. The online learning media that are generally preferred by respondents are Zoom Meeting as much as 65%, WhatsApp as much as 53%, and UMI Kalam e-Learning as much as

45%. Other online learning media are Google Classroom as much as 29%, Google Meet as much as 27%, Youtube as much as 12%, and others as much as 1%. This data shows that Zoom Meetings are the most preferred learning media for students while participating in online learning during the Covid-19 pandemic. This is in line with Kelana, Wulandari, & Wardani (2021) that during online learning activities during the Covid-19 pandemic, the Zoom Meeting application is very helpful for students in increasing student learning independence in online learning, as well as other attitudes, such as being creative, discipline, and high curiosity.

Next, the third question is "Do you feel you have been able to adapt and can follow online learning well during the Covid-19 pandemic?" The percentage of data analysis results in the third question is presented in Figure 3.

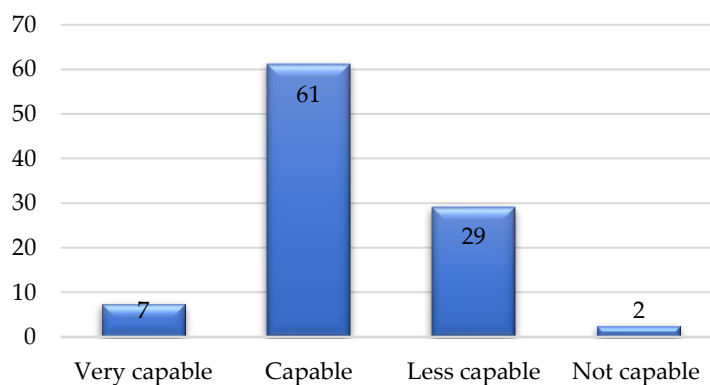


Figure 3. Respondents' Level of Self-Adjustment

Based on Figure 3, it is known that the majority of respondents stated that they felt they had been able to adjust and are able to follow online learning well, which is 61%, while only 2% said they cannot. The rest, respondents who stated that they are less capable off is 29% and 7% is very capable. This data shows that in general students feel they have been able to adapt and participate in online learning well during the Covid-19 pandemic. This is in line with Firmansyah & Minandar (2021) that learning activities in any situation must still be carried out and immediately tries to adapt to the times, so that students and lecturers are required to be able to adapt to and utilize technology.

Finally, the fourth question is "What should be evaluated for the improvement of online learning in the coming semester?" The percentage of data analysis results in the fourth question is presented in Figure 4.

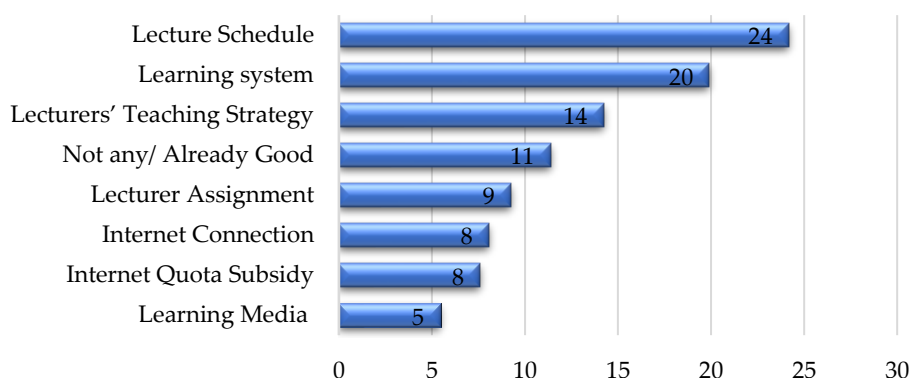


Figure 4. Evaluation of Online Learning according to Respondents

Based on Figure 4, it shows that what respondents really expect to be evaluated is the class schedule, which is 24%, followed by the learning system as much as 20%, teaching strategies for lecturers 14%, lecturer lecture assignments as much as 9%, internet connection and internet quota subsidies each as much as 8%, and learning media as much as 5%. The respondents who are

considered that the implementation of online learning was good or there are no things that needed to be evaluated were 11%. In aspects or matters related to online lecture schedules, students generally want the lecturers to carry out online lectures according to a predetermined schedule. Students reasoned that while participating in online learning during the Covid-19 pandemic, many lecturers changed their schedules suddenly, so they could not focus on online learning. This is in line with Widodo & Nursaptini (2020) that students' perceptions of the implementation of online learning generally indicate the emergence of feelings of boredom and boredom, so they cannot focus on participating on online learning.

In aspects related to the online learning system used, students want the online learning system used to be replaced with an offline learning system or face-to-face learning. Generally, students hope that the learning system in the coming semester can be implemented face-to-face in class, so that the learning materials delivered by the lecturers can be understood easily. This is in line with Mulyono (2020) that generally students feel less comfortable following online learning and hope that face-to-face learning will be carried out soon. Even though at the beginning of the pandemic, students were very enthusiastic about participating in online learning, while after a few semesters, students began to feel bored because of the lack of direct interaction between lecturers and students, or between fellow students. Good communication or interaction between lecturers and students, according to Wahidah, Naimah, & Utami (2022), can be created by using a collaborative strategy between lecturers and students, resulting in the maximal presentation of learning materials.

Furthermore, in aspects related to lecturer learning strategies, students want the lecturers to use online learning strategies that are effective in delivering learning materials. According to students, some lecturers still use conventional methods and tend to be monotonous, so there is no interaction between lecturers and students. This is in line with Purwati & Nugroho (2018) that every lecturer is required to be able to choose effective learning strategies and methods according to the material to be delivered. The ability of lecturers in designing online learning will determine the effectiveness of the learning.

In aspects related to assignment, students want the lecturer to reduce the frequency of coursework. According to students, lecturers give assignments too often, while this is not supported by effective learning strategies. Including the learning materials provided by the lecturers tend to be inconsistent with the assignments given. Likewise with the submission limit which is considered very short. This is in line with Widiastuti & Subekti (2021) that the number of assignments from lecturers is often a complaint in online learning. The learning burden that is felt to be getting heavier because the task must of course be taken into account by the lecturer. The next aspect is related to the internet network, especially the internet network and internet quota subsidies. When participating in online learning, students generally often experience internet connection problems, such as the internet network suddenly disappears or is unstable, so students ask for understanding from the lecturer on this situation. To overcome this, students ask for internet quota assistance or subsidies, both from the government and from the campus. Some students have even asked for tuition waivers or subsidies while participating in online learning during the Covid-19 pandemic. This is in line with Zahra & Wijayanti (2020) that one of the biggest obstacles for students to participate in online learning is the cost of buying internet quota, so students ask for a policy to reduce tuition fees.

In aspects related to learning media, students want the lecturers to be able to use effective learning media and especially the media that is accessible, because students think that some lecturers are less able to use and utilize various kinds of digital learning media properly. However, some students actually stated that online learning that had been carried out during the Covid-19 pandemic was considered good or there was nothing that needed to be evaluated. Students feel that they are used to and comfortable with the online learning system. Some students even appreciate lecturers and other related parties who have tried to give their best during online learning carried out at the Indonesian Muslim University. This is in line with Nastiti & Hayati (2020) that in participating in online learning, especially during the Covid-19 pandemic, generally students are already well prepared because they

already have the ability to use digital devices. Especially in the current era of technological development, according to Mansyur, Alwi, & Akidah (2022), students are already very familiar with things related to technological devices or ICT.

The implementation of online learning activities due to the Covid-19 pandemic has presented different challenges for educators, students, educational institutions, and even the community. In its implementation, educators must find and prepare various ways so that learning materials can be delivered and received well by students. Likewise, students require greater effort, both materially, energy, and psychologically prepared, in order to receive learning materials optimally (Latif, 2020). As stated by Harunasari et al. (2021) that the adaptation of online learning activities in several areas has a psychological impact on students, such as experiencing learning difficulties, stress, and anxiety. However, this condition actually provides the best opportunity for students to be tough, innovative, and independent. This is in line with Sadikin & Hamidah (2020) that online learning has flexibility in its implementation, because it can encourage the emergence of independent learning and motivation to be more active in learning. More than that, the role of the community, in this case the parents should not be ignored. As stated by Abduloh et al. (2021) that the use of technological devices as a means of online learning also requires supervision from the parents of students.

Learning carried out online can be said to be innovative if it is designed in such a way, the learning activities are student-centered, interactive communication is established, and is able to facilitate a conducive learning environment, anywhere and anytime, using digital technology that is integrated with various forms of material. Learning that can be accessed easily and flexibly. This indicates that lecturers must have sufficient capability in using technology in learning. Learning is also said to be effective if the objectives of the learning can be achieved. In order for learning to be effective, educators are required to be able to choose the right strategies, methods, and learning media according to the material to be delivered. The ability of lecturers in designing and implementing learning will determine whether the learning will be effective or not. According to Huang, Tlili, Yang, & Chang (2020), there are six dimensions of effective online learning in an emergency such as the Covid-19 pandemic, including: (1) ensuring the availability of reliable network infrastructure, (2) utilizing easy-to-use learning tools, (3) adopting learning resources appropriate digital tools, (4) facilitate effective online learning, (5) provide support and services for educators and students, and (6) empower collaboration between government, companies, and educational institutions.

4. CONCLUSION

Based on the description of the results of the research and discussion, it can be concluded that (1) the types of problems experienced by students while participating in online learning during the Covid-19 pandemic are generally caused by two factors, namely internal factors: unable to focus on attending lectures, problem on internet network, lack of funds buying internet quota, and external factors: class schedules change frequently, use of learning media is less effective, assignments are sometimes excessive; (2) the majority of students stated that they had been able to adapt to online learning well, and the online learning media that students generally liked were Zoom Meeting, UMI Kalam e-Learning, and WhatsApp; and (3) things that need to be evaluated in the implementation of online learning according to students are lecturers are considered to often change class schedules, immediately organize face-to-face learning, lecturers' learning strategies are less effective, assignments are redundant, internet connections often experience problems, students need to get subsidies internet quota, and lecturers are less able to utilize digital learning media properly. The limitation of this research is that the sampling is only done singly in one faculty. For this reason, this can be a potential for further research which is expected to be further expanded at the scale of sampling from various universities in South Sulawesi Province or even nationally, so that more dynamic and comprehensive research results are obtained. The implications of the results of this study on education can be used as evaluation material for policy makers in the education sector regarding the mechanisms and governance of the implementation of online learning in the future.

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