Learning Ability and Supporting Capacity of Online Learning In Students during Covid-19 Pandemic

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Abstract.
The world is facing a global problem, namely Coronavirus (COVID 19). The Covid-19 outbreak in Indonesia has spread to various regions. The government has imposed social distancing and several regions have imposed Large-Scale Social Restrictions (PSBB) to break the chain of spreading covid-19. Large-scale Social Restrictions are restrictions on activities in areas suspected of being infected with Covid-19 to prevent its spread. Social distancing policy affects almost all sectors of life including the Education sector. One of them is with the issuance of Circular Letter No. 36962/MPK. A/HK/2020 on transferring face-to-face learning to online learning. This has an impact on the implementation of learning in higher education from learning ability and the supporting capacity of online learning in students. The method used in this study is quantitative descriptive. This research focuses on 10% of students of the Faculty of Social Sciences Universitas Negeri Semarang. Factors analyzed in this study include external, internal and contextual factors in online learning during the covid-19 pandemic. Data analysis was carried by reducing data, presenting data, until conclusion. The result of this study is that students have the ability to do online learning based on the ability to manage learning time, learning motivation, student discipline, it is supported by a good internet network, technology literacy skills as well as the ability to find learning resources. The support capacity of students in online learning is obtained optimally starting from the support of parents, easy communication with lecturers, interesting learning methods and media. The problem factor in online learning is that it requires a lot of internet quota, lecture tasks are considered excessive so it requires more time and effort management.

1. Introduction
The world is facing a global problem, namely corona virus. Coronavirus in Indonesia has spread to various regions. The government imposed social distancing and some regions imposed Large-Scale Social Restrictions to break the link to the spread of covid-19. Large-scale Social Restrictions are restrictions on the activities of certain residents of an area suspected of being infected with Covid-19 to prevent its spread. The goal is to limit certain activities, limit people's movements, anticipate the development of escalations, strengthen health management efforts and address the socioeconomic impacts of the spread of coronavirus.

Social distancing policy has an impact on all sectors of life including the Education sector. One of them with the release of Circular Letter No. 4 of 2020 on the Implementation of Education Policy in the Emergency Period of The Spread of Corona Virus Disease by the minister of education explained that there are 6 important points that are outlined in the circular in connection with the implementation of education policy that must be implemented by the principal, teachers, students, and all school residents, namely 1) National Exam Implementation, 2) Learning Process from Home, 3) School Exam, 4) Class Increase, 5) Admission of New Students, and 6). School Operational Assistance Fund. Furthermore, the Minister of Education and Culture, Nadiem Anwar Makarim decided to move the face-to-face learning process into online learning announced through Circular Letter No. 36962/MPK. A/HK/2020 [1]. Thus online home learning is enforced at all levels of education. Learning is done from home using laptops, computers, and smartphones along with various applications that support the learning process.

The success of online learning is not separated from various factors, namely the ability of students as well as carrying capacity of students in online learning. Both are important for producing good quality
online learning. Student skills are aspects that must be prepared as early as possible in order to get quality learning. Human resources needs and being able to adapt in various situations becomes the basic capital in the implementation of online learning.

The skills required in online learning are the ability to improve learning motivation, the ability to master the literacy of learning resources, the management of online learning time, and other skills that must be possessed by students. If students do not adapt immediately to changes, they will be left behind by changes to the existing system.

In addition to the ability of students, carrying capacity of students is also important. The success of online learning in this pandemic period needs to be a strategy in its implementation. There are several strategies to implement, first: instilling a mindset about new ways of learning. With the development of technology and the internet today and the next 10-20 years, the learning process can happen anytime, anywhere, and with anyone with no space and time limits. However, the educational climate in Indonesia is still not adaptive to this development. A 2018 study from Universitas Multimedia Nusantara (UMN) in South Tangerang, Banten [2], showed that Indonesians, especially parents, still believe that formal education in the classroom is the only guarantee to get a job. As an initial foundation, the Ministry of Education must communicate to the public to be aware of the new demands of the education system in preparing graduates for new jobs in the future [3] that are not taught enough only through formal classes. One way the Ministry of Education can assert this is by reformulating a curriculum that is more in line with the demands of 21st century skills. For example, the curriculum can promote more mixed-face and digital learning [4].

Second, prepare regulations for the development of digital learning resources. The massive use of platforms that provide massive open online courses (MOOC) has become one of the most effective trends of online learning practices today. However, the scope of its use is usually still limited to each campus resident only. The same study from UMN explains that the lack of MOOCs and quality digital learning resources is due to the lack of supporting regulations that drive the digital learning climate in Indonesian educational institutions.

Existing regulations [5] on distance education (PJJ) have not governed the development of material sources such as mooc platforms or the standards they must meet. In the end, there will be a national MOOC platform that contains a complete and accredited library of teaching materials and can be accessed throughout Indonesia openly. Alternative measures to expand material access at mooc universities have actually begun to be ified by Education Minister Nadiem Makarim through the initiative of three semesters of off-campus learning on the [6] Independent Campus policy.

Third, it produces adaptive educators in learning technology. According to research from the Universitat Oberta de Catalunya, Spain, the ability of educators to design learning strategies is very important because it is one of the determining factors of the success [7] of the implementation of online learning. Among other things, designing, organizing, and controlling interactive learning activities and materials to achieve learning goals. In the current condition, many teachers and lecturers only assign tasks online without any feedback [8] and then assume the work is done without any long-term learning strategy planning just moving learning one way. This leaves a bad experience and impression [9] for students in doing online learning. Here, the mastery of teachers in learning technology, or technological pedagogical knowledge (TPK) in accordance with the learning strategies and facilities that students have, becomes an equally important competency. The strategy is expected to provide support for the implementation of online learning for students.

Based on the real reality, the use of online learning in the field encounters many obstacles and challenges. The obstacles are access to the internet network, parents' complaints about quota financing, too many lecture tasks and many other obstacles that make online learning in this period must be reviewed and a solution is needed in dealing with the problem. Therefore, this researcher focuses on two very important aspects to research related to “Learning Ability and Supporting Online Learning In Students during the Covid-19 Pandemic”.

2. Methods
The methodology in this research is descriptive with quantitative approach. The data was taken from the survey results with a new student population of the faculty of social sciences Semarang state university as many as 869 students of the Faculty of Social Sciences State University Semarang. Sampling technique using simple random sampling with error rate of 5% using questionnaire through google form
which then get feedback as many as 311 students. This research focuses on new students because they still need to adapt to the academic world in the universities they have just entered with different characteristics when compared to their previous level of education. Data collection techniques are disseminated through questionnaires that use a likert scale with excellent alternative answers, well, medium, less, very less. The collected data is analyzed using percentage statistics which are then done descriptive analysis.

3. Results and Discussion

3.1. Ability of students to study online

Based on the results of research on 311 students of the Faculty of Social Sciences, Universitas Negeri Semarang uses parameters that include the ability to manage online learning time, learning motivation, student discipline supported by a good internet network, technology literacy skills and the ability to find learning resources owned by students. The parameters of managing online learning time can be seen in Table 1 below:

| Parameter | Answer | Excellent | Good | Moderate | Less | Very Lacking |
|-----------|--------|-----------|------|----------|------|--------------|
| How do you manage your study time online? |      | 5.8% | 44.4% | 34.1% | 14.1% | 1.6% |

Source: Primary Processed Data, 2020

Based on the data in the table, students have good management of online learning time getting the highest percentage of 44.4%. The ability to manage time needs to be possessed by the mahasiswa because online learning can be done at any time, but in the case there are some lecturers who give restrictions in conducting online learning in accordance with the schedule of conventional lectures. this will help students manage their study time because it is limited by lecture hours so that they can focus on following the learning online at a set time.

The next parameter is about the motivation and discipline of learning students in online learning. The results of the two parameters can be seen in Table 2 below:

| Parameter | Answer | Excellent | Good | Moderate | Less | Very Lacking |
|-----------|--------|-----------|------|----------|------|--------------|
| How's your motivation to study online? |      | 3.9% | 38.9% | 37% | 17.7% | 2.6% |
| How disciplined are you studying online? | 7.1% | 42.6% | 33.5% | 15.2% | 1.6% |

Source: Primary Processed Data, 2020

Based on the data, the motivation of learning and disiplin online learning students is relatively good, because it gets the highest percentage of 38.9% and 42.6%. The motivation and discipline of learning students will be very supportive of the continuity of online learning, because without motivation and discipline in the study of online learning will be difficult to achieve the expected goal because it is done without direct assistance by lecturers. The motivation and discipline of learning is supported by a good internet network, technology literacy skills and the ability to find learning resources owned by students.

Here is data on the internet network at the location of students located and the literacy skills of the technology as well as the ability to find learning resources:

| Parameter | Answer | Excellent | Good | Moderate | Less | Very Lacking |
|-----------|--------|-----------|------|----------|------|--------------|
| How is the internet network in your residence used for online learning? | 8% | 33.8% | 33.4% | 19.3% | 5.5% |
| What's your technology literacy capability to support online learning? | 5.2% | 51% | 35.2% | 8.4% | 0.3% |

Table 3. Technology capabilities
What is your ability to find learning resources in online learning?

Source: Primary Processed Data, 2020

Based on the data in table 3, a good and medium network has almost the same percentage of only a difference of 0.4%. Internet network in online learning is one of the main factors of learning success, without the internet network of course students will have difficulty in learning online. A good network makes it easy for students to find learning resources so that students gain a broader understanding. Students' ability to find the highest learning resources is in the good category of 45%, only 6.1% different from the moderate category. The ability to find learning resources is certainly supported by the ability of student technology literacy in supporting online learning, the ability is in the good category of 51%. The ability of technology literacy possessed by students will have implications on the learning goals that will be achieved, without having the ability to literacy technology then the goal of learning will be difficult to achieve considering the learning is done online. What is meant by technology literacy here is in accordance with the statement according to the Maryland Technology Education State Curriculum [10] which is the ability to use, understand, organize and assess an innovation involving processes and sciences to solve problems and expand one's abilities.

If referring to the above defining, students have the ability to understand, organize and assess in the online learning process that has been carried out. This will certainly affect the learning outcomes achieved. The results of the study achieved by students can be seen in table 4 below:

| Parameter | Answer | Excellent | Good | Moderate | Less | Very Lacking |
|-----------|--------|-----------|------|----------|------|--------------|
| How do you study result in online learning? | | | | | | | 2.9% | 38.9% | 34.1% | 19.9% | 4.2% |

Source: Primary Processed Data, 2020

Based on the table, the study results obtained by students amounted to 38.9% (good category). It is the highest category of any other category. The results of the study can be due to parameters that have previously been discussed ranging from motivation, discipline of learning, literacy of technology, internet network, ability to find learning resources that also enter the category of good so that it strongly supports student learning results.

3.2. Online learning support

Parameters include parental support, easy communication with lecturers, interesting methods and learning media. Based on the results of the survey support parents of students towards the implementation of online learning can be seen in table 5 below:

| Parameter | Answer | Excellent | Good | Moderate | Less | Very Lacking |
|-----------|--------|-----------|------|----------|------|--------------|
| How your parents support online learning? | | | | | | | 20.3% | 46.9% | 22.8% | 9% | 1% |

Source: Primary Processed Data, 2020

Parents supported 46.9% of students' online learning during the covid-19 pandemic, as conventional on-campus learning was not allowed, so parents responded mostly well to online learning practices. In addition to supporting, parents also do mentoring during online study students. This can be found in table 6 below:

| Parameter | Answer | Excellent | Good | Moderate | Less | Very Lacking |
|-----------|--------|-----------|------|----------|------|--------------|
| What's your parent's mentoring during online learning? | | | | | | | 8.7% | 40.8% | 28.3% | 14.8% | 7.4% |

Source: Primary Processed Data, 2020
Parent mentoring in online learning based on the table, the best category got the highest result of 40.8%. Parental assistance needs to be attentioned in online implementation. Parents and lecturers can work together to ensure students continue to study during distance learning so that learning goals can be achieved. In addition to parents the environment around students can also affect the focus of students in online learning. Support from a positive environment, the focus of students in online learning will also be more positive. Nearby linguistic support can be seen in the following table 7:

| Parameter | Answer |
|-----------|--------|
| How does your neighborhood support (brother, sister or friend) in online learning? | 9.6% | 48.6% | 30.5% | 9.6% | 1.6% |

Based on table 7, the highest environmental support is in the good category at 48.6%. What needs attention is a considerable percentage of environmental support in online learning which is less than 9.6%. Parents and Students can certainly collaborate to provide an understanding of the environment about online learning practices so that students can be more focused and motivated to continue their learning practices.

In addition to the role of parents and the environment, the role of lecturers is also part of the support of students in online learning. As we understand together that online learning is done in different locations between lecturers and students. Therefore, it is necessary to have intense communication between lecturers and students so that the message conveyed can be received well, from good communication will create good interaction also in the online learning process. Communication and interaction between lecturers and students is presented in table 8 below:

| Parameter | Answer |
|-----------|--------|
| What is the best way to communicate with your lecturer if there are obstacles in the implementation of online learning? | 6.4% | 46.9% | 38.6% | 7.1% | 1% |
| What is the best way to communicate with your lecturer if there are obstacles in the implementation of online learning? | 6.1% | 43.2% | 37.4% | 11.9% | 1.3% |

Based on the data above communication and interaction conducted by lecturers and students in online learning happened well, namely 46.9% and 43.2%. Communication and interaction conducted with the co-operative by lecturers and students can suppress misunderstandings in the delivery of learning materials. If they experience problems in college through the LMS system, students can ask the lecturer through the media what app to clarify the concept given, so that the learning can be well received. In addition to communication the ability of lecturers in choosing methods and learning media will have a great influence as a supporting capacity for students to do learning online. Data on students' perception of the methods and learning media used by lecturers in online learning can be seen in table 9 below:
Table 9. Methods and learning media in online learning.

| Parameter |
|-----------|
| What is the method that lecturers apply in online learning effectively for you? |
| Excellent | 3.6% |
| Good | 44% |
| Moderate | 31.7% |
| Less | 18.4% |
| Very Lacking | 2.3% |
| What is the learning media used by lecturers in online learning? |
| Excellent | 6.4% |
| Good | 41.2% |
| Moderate | 40.5% |
| Less | 10.9% |
| Very Lacking | 1% |

Source: Primary Processed Data, 2020

Based on the table above the methods and learning media used by lecturers getting good responses by students is the highest percentage of 44% and 41.2%. The results can be concluded that the learning methods and learning media used by lecturers in online learning get a good enough response by students, so as to support the learning process online.

4. Conclusions

Based on the results of the research, it can be concluded that the ability to do online learning is seen from the ability to manage online learning time, motivation of learning, student discipline is supported by a good internet network, the ability of technology literacy and the ability to find learning resources owned by students. Support to students in conducting online learning during pandemic period obtained optimally ranging from parental support, easy communication with lecturers, interesting methods and learning media.

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