From offline to online learning: various efforts to secure the learning process during covid-19 outbreaks

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Abstract. Coronavirus Disease (Covid) 19 outbreaks occurred in many countries led to the emergence of policy changes in the field of education for the implementation of learning at home in order to avoid the spread of the disease. Educational instructors must be responsive to adapt to changes in learning that was originally offline to be online to secure the learning process. This study aims to describe the various efforts of lecturers in carrying out online learning during the Covid-19 pandemic. The research was in March-April 2020 with 32 respondents (lecturers in one of Universitas Surabaya-Indonesia). Rapid survey with Google form by asking the facilities used in the implementation of online learning, the implementation of online learning, and the lecturers' response to online learning. Data were analyzed using quantitative-descriptive manner. The results showed various lecturers’ efforts to secure the learning process during Pandemic Covid-19 Condition. They tried to use various platforms and applications to manage online learning, even in Learning Management Systems (LMS) and social media applications. The most widely used application was WhatsApp (84.4%) and in LMS was Google classroom (56.3%). In implementing online learning, lecturers had good design in teaching materials, preparation, implementation, evaluation of learning. In addition, 72% of lecturers responded positively to online implementation because they had benefited in increased digital literacy. The conclusion of this study were most lecturers responded positively by adapting to changes from offline to online learning; online learning has been well implemented.

1. Introduction

Coronavirus Disease (Covid) 19 outbreaks occurred in Indonesia and many countries such as, China, Malaysia, Philippine, Vietnam, and USA led to the emergence of policies in the field of education for the implementation of learning at home to avoid the spread of the disease [1-10]. Educational instructors must be responsive to adapt to changes in learning that was originally offline to be online to secure the learning process [11].

The spread of this epidemic has had a real impact in various fields of life, including education, resulting in a work from home policy. The Covid-19 pandemic emergency response effort encourages universities and the academic community to seek appropriate learning strategies as a substitute for face-to-face lectures which are temporarily being eliminated to prevent the spread of the Covid-19 virus [2][12].

One of the strategies that can be used is online learning, which is direct face-to-face learning between lecturers and students. This learning has the advantages of having varied learning media with responsibility, independence, and personal persistence by the learners. Examples of online learning media include google classroom, zoom cloud meeting, and WhatsApp group [10][13].

Learning with good preparations and adequate supporting facilities are treated so that activities can run effectively so the universities need to make preparations starting from reforming and revitalizing in terms of infrastructure, infrastructure, and resources. Human Resources (HR) must be qualified. and know about online systems. Lecturers and students must know how to use technology and media communication during online lectures [13].
Many lecturers in previous universities had not carried out online learning, they were used to learning offline. Pandemic conditions due to COVID 19 require lecturers to switch from offline learning to online learning. This study aims to describe the various efforts of lecturers in carrying out online learning during the COVID 19 pandemic.

2. Method
A method used in this research is descriptive with the aim of describing the various efforts of lecturers in carrying out online learning during the COVID-19 pandemic. The limitation of this research is that the research was carried out when the respondents underwent the first two months of starting online activities due to the COVID-19 pandemic. The research was in March-April 2020 with 32 respondents (lecturers in the one of Department of Biology, in a university at Surabaya-East Java Indonesia) with respondents’ demography in Table 1. Rapid survey with Google form as instrument by asking the facilities used in the implementation of online learning, the implementation of online learning, and the lecturers' response to online learning. To obtain the respondent's consent about the researcher's statements with the facilities for organizing and implementing online learning, respondents could choose the appropriate statements used and implemented by the respondents, while those that were not appropriate did not need to be selected. Data were analyzed a quantitative descriptively. The results showed various lecturers' efforts to secure the learning process during the Pandemic COVID 19.

| The respondents’ demography | Amount | Percentage (%) |
|-----------------------------|--------|----------------|
| Based on sex                |        |                |
| Male                        | 7      | 22             |
| Female                      | 25     | 78             |
| Based on age                |        |                |
| 21-30                       | 1      | 3              |
| 31-40                       | 10     | 31             |
| 41-50                       | 4      | 13             |
| 51-60                       | 15     | 47             |
| 61-70                       | 2      | 6              |
| 71-80                       | 0      | 0              |
| Based on education level    |        |                |
| S2                          | 16     | 50             |
| S3                          | 16     | 50             |

3. Results and Discussion
There were 32 lecturers who participated as respondents in this study. The lecturers were recorded to have carried out online learning in all programmed courses in the 2019/2020 even semester which consisted of eight courses in education, 35 courses in biology. This was in accordance with the recommendation of the Government of Indonesia to continue to carry out lectures that can be conducted at home using appropriate learning strategies [12]. Ministry of Education and Culture policy Number 36962 /MPK. A / HK / 2020 concerning Online Learning and Working from Home in the Context of Preventing the Spread of Corona Virus Disease (COVID-19) explains that in carrying out the learning process, education providers must pay attention to 4 (four) principal provisions. First, learning from home through online or distance learning is carried out to provide meaningful learning experiences for students, without being burdened with demands to complete all curriculum achievements for grade promotion and graduation. Second, learning from home can be focused on life skills education, among others, regarding the COVID-19 pandemic. Third, learning activities and assignments from home can vary between students, according to their interests and conditions, including considering gaps in access or learning facilities at home. Fourth, evidence or products of learning activities from home are given
qualitative and useful feedback from the teacher, without being required to give a score or quantitative value.

The lecturers tried to use various platforms and applications to manage online learning, even in Learning Management Systems (LMS) and social media applications. The most widely used LMS was Google classroom (56.3%) and in the application was WhatsApp (84.4%). Meanwhile, Edmodo and Schoology are not used. Various online learning media were carried out as in Figure 1. One of the advantages of online learning is the variety of media that can be used. Based on Figure 1, it is known that the media used by the respondents in this study were quite varied.

The features of the learning media that were widely used by the lecturers are chat/stream/forum features, video calls/teleconferences, voice messages/audio, material delivery features for example through classwork, assignment/evaluation/feedback/quiz features, document storage features, and task management features. The features available in online learning media were made to help facilitate the implementation of learning. The lecturers had taken advantage of these features to facilitate the implementation of their learning activities. The results showed the same results for the use of various online learning media and existing features [1][10][14][15]

Many of the lecturers provided online lecture materials that students learn by entering the material into the learning application used, for example in google classroom, and Vi-learning Unesa (75%), some of the material was shared through the class leader via email/WAG to be shared with class members (56.3%). Most of the lecturers carry out online lecture schedules by adjusting the lecture schedule that has been previously scheduled (84.8%). A lot of lecturers arrange the time for the implementation of online lecture assignments in a way that the time was determined/limited and there was a deadline for collection (93.8%). The implementation of online learning does require readiness in providing teaching materials and managing learning time, the lecturers have done this well [14-16].

One part of the learning activity was practicum activity. In pandemic conditions, many lecturers had eliminated the practicum and replaced with other tasks (59.4%). The implementation of practicum by lecturers is shown in Figure 2. Lectures in science, including biology, are closely related to practicum activities, many lectures contain practicum in the lecture schedule. Currently, practicum activities are indeed difficult to carry out so that lecturers try to carry out various alternative activities related to...
practicum courses. These efforts are made so that students can still understand material related to practicum [17].

Online lecture assessments are mostly carried out by lecturers by using the suitability of answers/invoices from the assignments given (96.6%). Assessment of student activeness while carrying out online lectures and timeliness of submitting assignments each obtained 78.1%. In general, lecturers provide feedback from the implementation of online lectures and assignments given by doing it directly through the online learning media used so that students can follow up on this feedback (71.9%). It is important to directly evaluate and provide feedback during online learning activities. Hence, the students can follow up on the results they get, namely maintaining good results or improving their learning outcomes for the next activity [18].

Life skills regarding the COVID-19 pandemic in online lectures where many lecturers were given in the form of inserting Clean and Healthy Behaviour messages in the implementation of online lectures (75%) and linking the relationship of lecture material taught with the COVID-19 pandemic (56.3%). These were mostly done by lecturers so that students can relate the lecture material being studied with the current conditions related to the COVID-19 pandemic so the lectures can become more meaningful [19].

Many lecturers find it easy to carry out online learning because they can adapt to learning with peers and there were many choices of media to implement online learning that can be adjusted to the characteristics of the courses being taught, each of these points gets a response of 62.5%. The generally difficulties experienced by lecturers in implementing online learning because they were not used to implementing online learning previously (34.4%). The ability to adapt is needed by a lecturer in a pandemic like this, a lecturer who is able to adapt will easily carry out learning in new ways. In addition, adaptation is also a solution for lecturers who currently find it difficult to learn new activities because they are not used to it [20].

The advantages of online learning in terms of lecture preparation according to most lecturers was that there are a variety of activity references and lecture assignments prepared for students to do from home according to student interests and conditions, taking into account the gap in access or learning facilities at home (65.6%), there were many materials and activities that can be prepared to provide meaningful learning experiences for students related to lecture materials and conditions related to COVID 19 (62.5%). The lecturers stated that the weakness of online learning in terms of lecture preparation was that the proportion of lectures related to hands-on and minds on delivery activities cannot be properly prepared (78.1%).
Most of the lecturers stated that the advantages of online learning in terms of the implementation of lectures were that the implementation of online lectures can train digital literacy skills for lecturers and students (68.8%), giving opportunities for students who were usually passive in class because of their shy nature to dare to be actively involved in online learning (59.4%), the materials/assignments/assessments of lecture results can be well documented because some online learning applications have document storage facilities (53.1%). The weakness of online learning in terms of the implementation of lectures is that lecture activities related to hands-on activities/practicum cannot be carried out directly (59.4%), student activity during lectures cannot be directly monitored by lecturers for online learning that was not face to face (for example, students who active online at the beginning and end of lectures, while during the lecture they don't pay attention / do other activities; students' expressions of enthusiasm/sleepiness/boredom) (53.1%).

According to most lecturers, the advantages of online learning in terms of lecture assessment/evaluation were that the product of lecture activities from a meaningful learning experience for students can be evaluated/assessed and students get feedback from lecturers (62.5%). The weakness of online learning, in terms of assessment/evaluation of lectures, most of the lecturers stated that they were not able to carry out assessments for hands-on activities/practicum (53.3%).

The implementation of online learning carried out in this study does have advantages and disadvantages in preparation, implementation, and assessment/evaluation. That was in accordance with the results of previous studies [21][22]. This study had described that in the conditions of the COVID 19 pandemic, lecturers must adapt from Offline to Online Learning by carrying out Various Efforts to Secure the Learning Process. They can take advantage of various facilities used in the implementation of online learning, the implementation of online learning must pay attention to the activities of preparation, implementation, and evaluation of learning so that a comprehensive evaluation of learning can be carried out to improve the quality of learning. the lecturers' response to online learning was positive because they benefited a lot from this activity.

Based on the results of this study, various efforts have been made to secure the learning process during the COVID-19 pandemic related to changes from offline to online learning. Online learning is a form of learning in the 4.0 revolution era carried out by society 5.0, in the future research needs to be carried out to develop effective online learning by utilizing new literacy under future learning needs.

4. Conclusion
The conclusion of this study is that most lecturers responded positively by adapting to changes from offline to online learning during Covid-19 pandemic with various efforts to secure the learning process during Covid-19 pandemic, and therefore, online learning has been well implemented.

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