The Factor Analysis of Online Learning Barriers on Learning Evaluation Course During Covid 19 Pandemic

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Abstract. In covid 19 pandemic, since march UNP through UNP rector circular letter no 1593/UN35/AK/2020 obligates the practise of online learning using UNP platform. This decision surely becomes one barrier for some parties in the term of practise. Lecturer readiness in preparing the design of right message for online learning is main point. Even though the socialization related to the design of message in online learning has been long implemented, but it is not fully practised, it becomes particular burden for lecturer. This barrier can be seen from the utilization of synchronous which is not utilized yet, as result some of lecturer are still practising e-learning like face to face lecture i.e same time lecture. It emerges barrier for students. Based on the result of analysis done from the shared questionnaire, the dominant barriers perceived by the students is the readiness of material which is minimum which are available on e-learning, such as e-book, e-module, and the right recommended of e-resources. One thing that must be prepared by university in preparing digital material from various courses is motivating the lecturer to produce the sources of digital (Shurygin, V. Y., &Krasnova, L. A. (2016)). Network aspect and technical problems is aspect which is improvement in the institution which is compulsory to be able to do fast improvement in line with 4,0 revolution era which require the high adoption level on e-resources digital literacy.

Key word: online learning, covid 19, e-resources

1. Introduction

Covid 19 pandemic has widely changed the society life, the changes of social life, economy, politic, religion, culture, including education field. These changes almost happen in all country in the world, including Indonesia. There are many incidental policies to prevent the people from covid 19 pandemic. The main policy from education sector is practising online learning for all of education under the ministry of education and culture as stated on circular letter no 4 in 2020 about the implementation of education policies during the emergency of Corona virus dieses spreading (Covid-19), including college.

The problem emerged is there are many education institution under the ministry of education and culture which are not ready to implement online learning. The implementation of this policy needs many preaparations, especially on preparing the design of message and content based on online learning. Survey from theconversation.com gives illustration how the problem of online learning implementation which is done in east part of Indonesia. Based on survey that they done, it is known the implementation of online learning in east side of Indonesia especially on 4 provinces is not maximal in term of implementation. Factors influencing is mainly on internet access, economic problems which showing
the big differences between well off and poor in using online media and domination of offline media during learning from home or “belajar dari rumah” (Senza Arsendi, George Adam Sukoco, rasitaekawati Purba, 2020).

Those survey result outline the illustration about how online learning condition during covid 19 pandemic in Indonesia where most of part is separated by islands and hilly land. Indonesia geographic condition, the economic condition of most of people in some region, the degree of parents’ education, becomes most of barrier in implementing online learning. It also happens in West Sumatera, as stated on one of online news antarasumbar.com, that Mentawai as one region where overwhelmed in practising online learning because it is not only about difficult internet access even electric to watch TVRI program for learning cannot be done.

Since some semester ago, Padang State University has applied online learning. It is in line with vision and mission of university that emphasize on the priority “World University”. Over time, the development of online learning in the learning management system (LMS) format increasingly improves qualities. However in practise, it is not maximal so far, because there are still dickering from university parties related to the percentage between online and offline learning. Before covid 19 pandemic, the practise of lecture mostly manages into face to face and utilizing e-learning only as medium for students to submit assignment, so that the utilization of platform asynchronous in e learning is not utilized maximal, even some haven’t used it at all.

During covid 19 pandemic, since march UNP through UNP rector circular letter no 1593/UN35/AK/2020 obligates the practise of online learning using UNP platform. This decision surely becomes barrier for some parties in implementing it. Lecturer unpreparedness in preparing the right design of message to online learning is main point. In contrary to the socialization related to the design of message for online learning has been long implemented, however it is not fully applied, it become particular burden for lecturer itself. This barrier can be seen from the utilization of asynchronous which is not utilized yet, as result some of lecturer are still practise e-learning like face to face lecture i.e same time lecture. It emerges barrier for students.

Based on survey result in implementing online lecture, what did happen are many students’ assignment which is late, there are many students who did not involve in discussion. In the term of learning material source developed are still minim and limited because bandwidth which is available is still 500 MB. Sot that learning sources is only given in the form of link, and not all of students are able to access those link with various barrier, such as network problem, quota, unsupported android, and other barriers. Actually those barriers cannot be categorized only into technical problems, if it is investigated on the utilization of e-learning, so it can be seen as part of human error. It means success or failure of online learning is very depending on human aspect, willingness or unwillingness in implementing learning maximally. As quoted in https://epale.ec.europa.eu/sites/default/files/digital-factsheet-albania stated success or unsuccessful of digital learning is limitation of access and availability of digital sources as complement of learning (Ejvis Gishti, 2019). It illustrates that compulsory for all of parties to practise online learning by preparing good quality digital sources.

In learning evaluation course which is conducted online during covid 19 pandemic, there are many barriers which bother the quality of learning result and assessment. Assessment which is started on January 20th 2020 conducted by face to face, and it is changed into online system since the beginning of March 2020 until the last semester according to UNP rector circular letter no 1593/UN35/AK/2020 has various barrier. From the changes of lecturer system which is fast, it is surely found various barriers perceived by lecturer and students. In order to observe those barriers, it is necessary to do analysis related to barrier perceived by students so that it can be consideration for improvement in July-December 2020 semester which is keeping practising online lecture.

2. Methodology
This research uses descriptive quantitative method. The data was extracted by using a research questionnaire to analyze the factors that were inhibiting learning in the Learning Evaluation course during the Covid 19 Pandemic.

3. Result and Discussion

Online learning in the form of computer based learning is one of learning forms becoming one vision and mission of Padang State University in responding 4.0 industry revolution era (Ulfia Rahmi, Novrianti, Nofri Hendri:2018). Online learning is fully practised since January- June 2020 semester which coincides with the problem of covid 19 spreading. Spreading of questionnaire is done to active students and take learning evaluation course amount 118 students by using Google Form app. The spreading of questionnaire is done at the end of semester which is aimed to be consideration for practising online learning at the next semester.

Distributed questionnaire covers the view and students’ opinion to the implementation of online learning with 15 amount of question which is divided into 3 aspects; preparation, practise, and evaluation. Table 1 related to questionnaire question given to students is stated below:

| Preparation | 1. Lecturer has prepared complete material in e-learning. |
|-------------|---------------------------------------------------------|
|             | 2. Have students gotten socialization related to online learning |
|             | 3. Is internet quota used to online learning mostly used to download learning material? |
|             | 4. Online learning by lecturer only utilized learning management system which is available |
|             | 5. Task has been known in e-learning during one semester |
| Practise    | 6. Lecture is not maximal because of network factor. |
|             | 7. Lecturer assigns the collecting of task and discussion according to face to face lecture schedule. |
|             | 8. Learning material and lecture task are difficult to understand because it is complex |
|             | 9. Lecture is more monotonous, and it is hard to discuss with friends. |
|             | 10. The complement of online lecture by using zoom meeting application is more expensive. |
| Evaluation  | 11. Is online learning able to motivate the students to learn independently |
|             | 12. Is online learning effective in delivering learning material. |
|             | 13. Exam done is not effective because it is conducted based on face to face schedules. |
|             | 14. Online learning make students saturated because the assignment burden and network. |
|             | 15. Online learning is should conducted in the next semester. |

From the distributed questionnaire, it is known most of students said lecturer has not fully prepared learning material on e-learning. 60% students stated learning material which is available on e-learning is only limited on the assignment, and learning material slide which must be read by the students. Meanwhile the other references are not stated, so that students are difficult to comprehend slide given.

One of main point in the success of online learning is preparing the right learning material, by utilizing asynchronous feature, e-module, learning video, website page and other sources (Novrianti, Nofri Hendri: 2018). Moreover, in order to prepare online learning is absolutely necessary to prepare very big digital sources in preparing 4.0 industry era (Zulfani Sesmiarni, 2020). It is including the available bandwidth should not limited, because limitation will effect on not maximal quality of lecture. Related to socialization about online lecture, 60% students stated students are not given socialization since the
beginning of lecture. Even in general courses, socialization just happened when lecturer has run for 6 weeks without any information.

During covid 19 pandemic, there are many barriers faced by students related to the big assignment burden, network, and adequate supported application both on laptop and android. Almost 75% students stated assignments given are too difficult, because their opportunity to discuss in doing assignment is little. Even in some meeting conducted online by using zoom meeting application, however the those opportunity is mostly used to listen again the learning material which has been shared by lecturer, so that it takes more time and cost while students do question and answer process related to task.

Lecturer not only used learning management system (LSM) but also used some application during online learning such as e-mail, Google drive, whatsapp group, zoom meeting and youtube. Based on shared questionnaire, students complain the difficulties of network while learning must be conducted asynchronously, even through whatsapp group students who stay in remote area are very disadvantage, because they cannot do discussion and lecture together virtually with lecturer. Students’ ability in understanding digital material is also necessities during online learning, the ability of digital literacy are very helpful in comprehending learning material shared by lecturer during online learning (novrianti, 2019). High cognitive ability is important for individual to be effective in access information and solve the problems Aybek (2006).

The issue of digital literacy has become an interesting study to study, so that several interviews were conducted which focused on understanding digital literacy of students when students were confronted with digital-based information. Most lecturers, disseminating material content in e-learning in the form of presentation material which is certainly not as clear as direct exposure. This triggers students to explore material by searching and accessing material from the internet. From the results of interviews conducted, some students admitted that some of the material they read was in the form of a personal site or blog that contained papers. While the official website or national and international research journals are very rarely accessed.

On one hand, the character forming the digital literacy ability of students can still be categorized as weak. This is obtained from the results of the development of interviews, students more time spent when accessing the internet open notifications or other links that are more interesting and obscure the main focus of searching. In addition, the ability to examine internet writings is very poor, due to the rush effect because many have accessed content that is not in accordance with the objectives. This can be seen from the results of the analysis of the tasks collected by students who have similarities and even similarities between students.

Technical problems during the implementation of online learning effect on the opinion of students that face to face lecture is better than online learning. Based on the result of questionnaire which has already shared, 82% students are very dislike online learning and it is not able to give them motivation during learning and almost 90 % students said reluctant to do online learning at the next semester except with expectation improvement of e-learning quality and not complex assignment. The practise of last exam in semester during covid 19 pandemic is giving lecturer to use any technique. Some of choices used by lecturer is by using computer based testing (Syafril, Novrianti, 2017) which able to be developed with quiz maker application, whatsapp and kahoot.

Based on the result of analysis done from shared questionnaire, the dominant barriers perceived by students is related to the minimal availability of learning material which is available on e-learning such as e-book, e-module, and right recommendation of e-resources. One thing that must be prepared by university in order to preparing digital material from various courses is motivating lecturer to produce digital sources (Shurygin, V. Y., &Krasnova, L. A. (2016)). Network aspect and other technical problem is improvement aspect on institution which obligate to be able to do improvement as soon as possible in line with 4,0 revolution era which require high adoption to e-resources digital literacy.

4. Conclusion
The implementation of online learning is one form of university readiness in facing 4.0 revolution era and maximizing lecture during covid 19 pandemic. However it needs many preparations from various parties in preparing online learning. The main point for lecturer in practising online learning is preparing high quality e-resources. Giving enough time for face to face lecture is correct solution with network barrier which perceived by most of Indonesian students during these pandemic.

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