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42 Challenge in Online Learning during Covid-19 Pandemic: Lesson-Learned from Universities in Indonesia

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Abstract

Higher education faces alarming challenge due to the global Coronavirus Disease 2019 (Covid-19) pandemic. All learning activities are transferred to online environment. Higher education institutions must adapt from conventional face-to-face learning (direct learning) to fully digitalized learning. This study aims to examine how the Covid-19 phenomenon changes the landscape of education in universities in Indonesia. In particular, this study reveals the preferences of online learning platforms that are often used by lecturers in Indonesia, the conceptions of online teaching and learning, and the challenges faced during the teaching and learning process. This research involved 57 lecturers from various universities in Aceh, Indonesia. The data was analyzed using a qualitative approach. The results showed, firstly, the online learning platform used by lecturers. 77.2% of 57 participants often use WhatsApp Group, 56.1% use Zoom, and 29.8% use Google Class as a medium for online learning during the Covid-19 period. The second is related to the conception of online teaching and learning during Covid-19. Broadly speaking, participants have a teaching pattern by delivering material, asking questions, and a question and answer process or discussion. This shows that the concept of learning is more oriented towards teaching-focused than learning-focused. Finally, with regard to challenges, some challenges faced by lecturers in Aceh can be divided into two categories, namely those related to: (1) facilities or infrastructure, and (2) human resources. This study indicates that online learning practices that are different from conventional learning require special skills and knowledge at the learning planning, implementation, and learning evaluation stages. Continuous development of lecturer professionalism competence needs to be done.

Keywords: Covid-19 pandemic, Higher education, Online learning

1. Introduction

A shift in the educational landscape of higher education in Indonesia has occurred in the last 3 (three) decades. This is marked by changes in the composition of the student population in each decade. There are four generations currently living side by side; Baby boomers (who were born around 1946-1964), Generation X (who was born around 1965-1979), Millennials (who were born around 1980-1995), and Generation Z (who were born around 1996-2010) (Bump, 2014; Kate, 2016). The gap between these generations is very wide, starting from personal characteristics, models of the world of work, to different learning styles (Karakas, Manisalgil, & Sarigollu, 2015). Adjustments to the curriculum and patterns of higher education need to be carried out so that educational outcomes remain relevant to the needs of the times.

Today, the most striking change of the four generations above is the gap in the use of technology and the internet between Gen X, Millennials, and Gen Z. Higher education must comprehend and convert

this gap into clear and measurable educational goals by integrating technology in learning. Darmayanti, Setiani, and Oetojo (2007) state that implementing the use of technology in the formal learning system in Indonesian universities is not easy. This learning paradigm involves a very complex process. This opinion was also mentioned by Kusmana (2014) and Astuti and Febrian (2019).

In addition, Muhammad (2016) who examines the issues of learning in tertiary institutions reveals that universities must be able to become a learning organization. This means that universities are not only proactive in developing knowledge and changing the behavior of students based on the knowledge, but also must be able to build the capacity to adapt in a sustainable manner.

In line with the explanation above, changes in higher education patterns are re-occurring very quickly due to the global Coronavirus Disease 2019 (Covid-19) pandemic. To prevent the spread of Covid-19, the Indonesian government has restricted all public activities since March, including closing school and college activities (Mona, 2020; Yunus & Rezki, 2020). All learning activities are transferred to online. Higher education must adapt from conventional face-to-face learning (direct learning) to fully digitalized learning.

This change is a challenge for universities, especially lecturers. The study of Zaharah, Kirilova, and Windarti (2020) find that the teaching and learning process carried out at home and online cause various problems, such as lack of ability to use technology, limited internet facilities, and inadequate teaching competence. Moreover, Bolliger and Wasilik (2009) state that the success of online education is closely related to the commitment and competence of lecturers in developing online teaching. Despite various problems that have arisen in the implementation of online lectures during Covid-19, the knowledge transfer process must continue. However, research on this issue is very limited. There are still many things that have not been revealed regarding the social impact of Covid-19 in the world of higher education in Indonesia.

Therefore, this study aims to examine how the Covid-19 phenomenon has changed the educational landscape in Indonesian universities. Through a case study at tertiary institutions in Aceh, this research has a unique and interesting context to be analyzed. This research will add the richness of literature on online learning process in Indonesian universities during the Covid-19 period. Specifically, this research will answer the formulation of the problem as follows:

1. How do lecturers formulate the concept of online teaching and learning during Covid-19?
2. What constraints faced by lecturers in conducting online learning during Covid-19

To answer these questions, the researchers will first discuss the literature review which is the basis for analysis and discussion. Then the researchers will explain the research methodology used so that the chain of reasoning from this research is clear, directed, and measurable. After that, the researchers will present the results of the study which are linked to the literature review. Finally, the researchers will

conclude the results of the analysis and formulate recommendations for future stakeholders, teachers, and researchers.

38 2. Literature Review

The purpose of this study is to determine the changes in the educational landscape of tertiary institutions in Aceh during the Covid-19 pandemic. The government has limited community social activities through social isolation to reduce the impact of the spread of the Covid-19 virus (Mona, 2020). The entire university learning system has been transferred online through various platforms that are tailored to the readiness of each university and the instructors. To support this research topic, researchers reviewed literature sourced from previous research related to the concept of teaching and learning in tertiary institutions and the use of technology, information and communication (ICT) in higher education learning.

Higher education institutions have been trying to integrate ICT into learning for a long time. This is due to changes in the demands of the era, starting from (1) student needs, (2) learning methods, (3) and access to education (Lai, 2011). With the existence of digital technology and the internet, the use of ICT in learning is increasingly becoming a necessity, especially in the application of online learning. Mouloudi (2011) mentions that online learning has some advantages due to the absence of fearness of delivering opinions. Nevertheless, the quality of learning using ICT in an online system will greatly depend on the learning design prepared by a teacher. Not all online learning designs lead to active or student-centered participation (Wright, 2011). This condition often occurs due to weak quality assurance controls that are implemented. Alhuwaydi (2021) apoints out that the biggest factor for weak online learning implementation is due to the lack of training.

In relation to this problem, Lofstrom and Nevgi (2007) conducted a study on the use of ICT in universities in Helsinki, Finland. They argue that even though universities have integrated ICT in learning, quality assurance of the learning is rarely carried out. The online learning is often only in the form of one-way assignments from lecturers to students. The use of ICT is more to fulfill the demands of lecturers in teaching, while the lecturers' time and commitment are a problem. Bolliger and Wasilik (2009) and Kim and Bonk (2006) who conducted a similar study in the United States added that the development, implementation and maintenance of online classes are not easy, especially from the lecturer factor. Lecturers spend an average of 10 hours on an online class that lasts one hour. The same point is stated by Wang and Ip (2010) that the lack of preparation and consideration for online classes results in students' over workload. Online classes are certainly very time and energy-consuming for both lecturers and students. Then what about online learning in Indonesia?

In general, online learning in Indonesia has not fully implemented the principles of online learning (Sari, Antoni, & Rizal, 2016; Surjono, Muhtadi, & Wahyuningsih, 2017; Majid & Fuada, 2020). In a study on the effectiveness of developing online learning content in Indonesian universities, Astuti and Febrian (2019) state that in general, universities in Indonesia apply a blended learning system. This system is a combination of face-to-face (conventional learning) with online learning. Online learning is only additional or supplemental. In this context, the lecturer task in preparing face-to-face learning is greater than in online learning. Lecturers only prepare additional material as enrichment in online learning, such as videos, assignments, or reading materials.

In addition, the success of online learning is largely determined by the factors of students. You (2016) examines predictors of online learning success involving 530 students in Korea. His findings indicate that students' regular learning patterns, delays in submitting assignments, number of sessions (frequency of online class attendance), and evidence of reading course information packets are significantly associated with their success in the course. A similar opinion is expressed by Muzid and Munir (2005) who conduct their research in Indonesia. Then Guspatni (2018) conducts a study involving 52 students in Padang, Indonesia. He reveals that most students think that online learning is very difficult and not suitable to be applied. The students' involvement in the online learning process is very low.

When compared to other countries, such as Myanmar, online learning at universities in Indonesia is much more promising in terms of facilities, readiness of lecturers' human resources, and readiness of students (The & Usagawa, 2018). However, there are several challenges in the application of online learning in Indonesian universities, including: (1) lack of teaching competence in using ICT and lack of institutional support for this, (2) lack of internet access, and (3) lack of time management in implementing online learning (Rahayu, 2019).

Based on the explanation above, it seems that the implementation of online learning in universities in Indonesia due to the Covid-19 pandemic is a little different. Various other problems can arise due to rapid changes and the unpreparedness of universities in managing online learning. Yet the lack of research looking into this topic leaves many questions unanswered. Therefore, this study tries to provide alternative answers that can complement the literature on the polemic of higher education in the midst of the Covid-19 pandemic, especially in case studies in Aceh.

3. Methods

This study uses a qualitative approach with a case study research design. According to Barone (2011), case studies are descriptive-holistic analysis tools to help reveal the complexity of situations, programs, events, phenomena, or people that cannot be made explicit in other research designs.

3.1. Participants

This study involved 57 lecturers from various universities in Aceh. The recruitment process was carried out voluntarily. This means that anyone who was willing to become the participant could be involved in this study. However, there were two main requirements to become the participant in this study, which were: (1) the person was an active lecturer at a tertiary institution in Aceh, and (2) the person conducted online lectures during the Covid-19 pandemic. Figure 1 shows the number of participants based on campus affiliation.

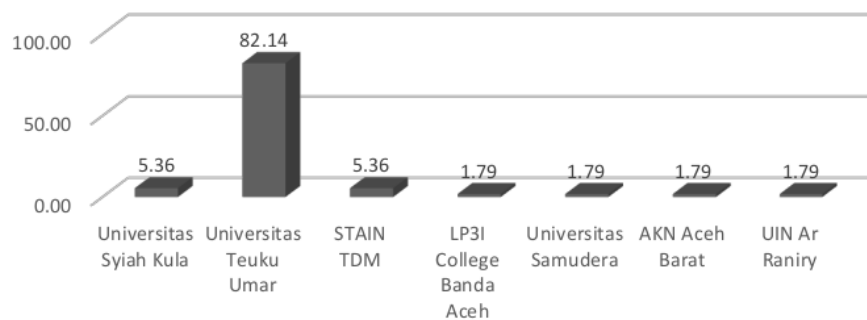


Figure 1. Participants' affiliation (in %)

3.2. Data Collection

The data in this study were collected using an online questionnaire with the help of Google Form. The distribution of the questionnaires was carried out through a network of relations with the research team who also work as lecturers in Aceh. Participants who meet the two criteria as the participants filled out the questionnaire of this study voluntarily. To provide wider opportunities for lecturers at tertiary institutions in Aceh to be involved in this research, the access to the questionnaire was open for two weeks.

The research questionnaire consisted of 12 questions that focused on the online lecture platform used, learning planning process, learning implementation, learning evaluation, and constraints faced in implementing the online lecture. The questions in the questionnaire were open-ended questions, so that participants could explain in detail their answers to each of the questions given.

3.3. Data Analysis

The data analysis was carried out by using a qualitative approach. This approach involves the process of analyzing data through coding the data into specific categories. Categories contain labels that resemble conceptualizations of key findings from the data and represent the cases being studied. Analysis stops

when a core category emerges where the researcher can integrate the analysis and develop a 'story' to summarize the main research themes (Dei, 2004; Marshall & Rossman, 2016; Thornberg & Charmaz, 2014). The data coding process consists of three stages, namely (1) open coding, (2) axial coding, and (3) selective coding. Open coding is the initial stage of data analysis where the researcher classifies data that shows the same results from each respondent's answer. Then axial coding is the stage where the researcher combines or reduces certain data or categories that are considered the same or not. Finally, selective coding is the process of determining key categories where no other new data is found in the analysis.

4. Results and Discussion

This study aims to determine changes in learning patterns in universities in Aceh during the Covid-19 period. In this section, the research findings are described in three themes according to the results of the analysis, namely: (1) use of online learning platforms, (2) conceptions of teaching and learning, and (3) constraints in the online learning process. Each of these themes will be discussed sequentially as follows.

4.1. Use of Online Learning Platforms

Data in Figure 2 shows the level of the use of online learning platforms by lecturers at universities in Aceh during Covid-19. From the 12 platforms mentioned by 57 participants, WhatsApp Group, Zoom, and Google Class platforms ranked in the top three, respectively. 77.2% of 57 participants often used WhatsApp Group, 56.1% used Zoom, and 29.8% used Google Class as a medium for online learning during the Covid-19 period.

Figure 2 shows the use of online learning platforms by 57 lecturers in Aceh during the Covid-19 period. It can be seen that WhatsApp Group was used most often. This is probably due to the easy access to WhatsApp Group in two-way virtual communication. Most of the participants stated that the reason for choosing WhatsApp was because this mobile application made it easier for students to access material anywhere and anytime. The internet bandwidth data package required to access WhatsApp tends to be lower than other platforms.

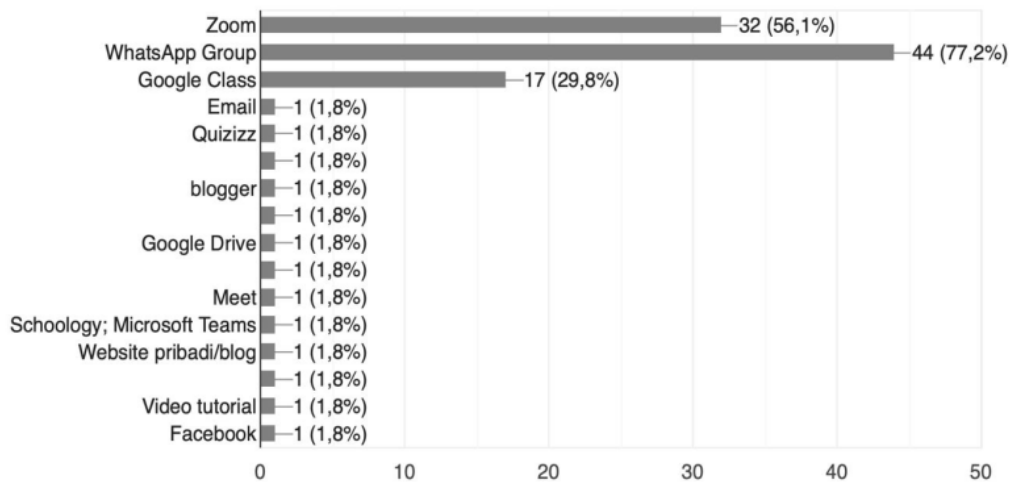


Figure 2. Use of online learning platforms

The statement above is in line with research conducted by So (2016) on an experimental study of the effectiveness of using WhatsApp in online lectures involving 61 students in Hong Kong. The mean margin on the post-test scores indicates that the study sample in the experimental group performed better than the sample in the control group. These findings indicate that the WhatsApp intervention can improve student achievement. In addition, the research sample also shows positive perceptions of the use of WhatsApp for online teaching and learning.

Meanwhile, the use of Zoom was in the second rank probably because this platform made it easier for lecturers and students to have face to face interaction and it is complemented with a screen sharing application feature so that the teaching and learning process is more effective and efficient. Sayem, Taylor, McClanachan, and Mumtahina (2017) conducted a study involving Australian students using the Zoom application. They found that using Zoom in online learning resulted in higher student satisfaction and a 25% reduction in lecturer workload. On the other hand, Google Classroom was in the third rank of use possibly because the available features are not as comprehensive and as easy as Zoom, yet Google classroom is still the best option for implementing online learning (Iftakhar, 2016).

Even with different choice of online platform used, the biggest challenge in implementing effective online learning, however, is the presence of social or the ability of students to project their personal characteristics onto the learning space. This is coupled with the potential negative effects on student engagement, persistence, and academic achievement (Gleason & Greenhow, 2017). In choosing what platform or application to use, these factors must be considered.

4.2. Conception of Online Teaching and Learning during Covid-19

One of the specific objectives in this study is to find out how lecturers formulated online teaching and learning concepts during the Covid-19 period. To obtain these answers, the researchers asked 57 research participants about their steps in preparing: (1) lesson planning, (2) learning implementation, and (3) learning evaluation. These three steps are in accordance with the didactic steps of learning that are generally known (Kirkpatrick, 1998; Sudjana, 2002). Figure 3 shows the concepts of learning and teaching were carried out.

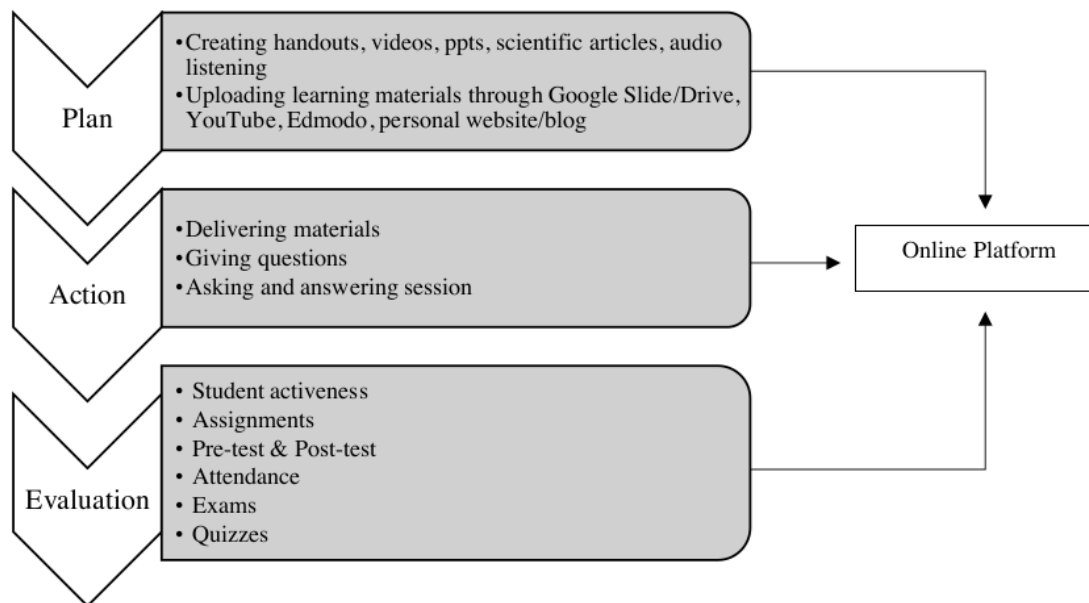


Figure 3. Flowchart of learning conception

Figure 3 shows how the participants generally formulated the concept of learning and teaching during the Covid-19 pandemic. It can be seen that at the planning stage, the participants created handouts, videos, ppts, scientific articles or audio lessons that were uploaded to online sites such as YouTube, Google Drive, Edmodo, or personal websites / blogs to be shared with students. As for the implementation stage that took place online, in general, the participants had a teaching pattern of delivering material, giving questions, and asking and answering or discussion session. Then at the evaluation stage, the 57 participants generally focused on aspects of student activeness, assignments, pre and posttest, exams and quizzes.

Looking at the Figure 3 above, it seems that the concept of learning carried out by the participants was more teaching- rather than learning-oriented. When using the concept of "teaching", the assumption is

that teaching is the transmission of information, skills and attitudes to students. Meanwhile, the assumption of the concept of "learning" is more to promote the development of the conceptual understanding of students independently (Kirkwood & Price, 2013). The choice of this conception has a significant and interrelated impact on how lecturers use technology and learning methods. The choice also reflects attitudes about which factor is more important; teachers or technology that are considered significant (Kirkwood & Price, 2012).

Due to the limited scope of the research, unfortunately this study cannot reveal more deeply about the quality of the materials developed, how the discussion process was carried out, what steps or strategies were used in facilitating online discussions, and language didactics used by the lecturers and students involved in the discussion. This study also cannot measure the level of student learning success in the online learning process. The limitation of this study, however, can become a topic for other researchers in conducting future research.

4.3. Constraints in the Online Learning Process

After knowing the various platforms used by the 57 lecturers in Aceh and the conceptions of learning that they carried out, this study also reveals the constraints faced by the lecturers during implementing online learning. The results of the analysis showed that the constraints faced by lecturers in Aceh can be divided into two categories, which are those related to: (1) facilities or infrastructure, and (2) human resources. Table 1 is the results of the coding analysis.

It can be noted in Table 1 that the main constraints faced by the participants in online learning are divided into two categories, namely facilities and human resources. Facility constraints include limited internet data packages, telecommunication networks disruption in the village where students or lecturers live, limited access to online applications or platforms, an environment that is not conducive to online learning such as noise on the road or children, frequent blackouts, and no practicum realization for courses that require practicum.

Table 1. *Data coding of online learning constraints*

Constraints related to facilities	Constraints related to human resources
<ul style="list-style-type: none"> • Limited internet data packages • Telecommunication network disruption • Limited access to application/ platform • Not conducive environment • Unstable electricity • Cannot perform practicum 	<ul style="list-style-type: none"> • Low student motivation • Difficult to control student activeness • Low competence of lecturers in processing content and learning strategies • Time management • Student discipline

While the constraints related to human resources in general include the low motivation of students to participate in online learning, difficulties in making students active, the low ability of lecturers to develop learning, poor time management, and students' lack of discipline in online lectures. These two categories of constraints are the factors that determine the success or failure of online learning. However, further research related to this needs to be done, for example through a factor analysis research design, equation modeling, ethnography, and others. The goal is that a comprehensive picture of the barriers to online learning can be seen in more detail.

The findings in this study are in line with the results of a similar study conducted by Lofstrom and Nevgi (2007) in Finland where the commitment of both lecturers and students is the key to the smooth process of online learning. Similar results are also shown in research conducted in the United States by Bolliger and Wasilik (2009) and Kim and Bonk (2006) which emphasize the large role of lecturers in the success of online learning. Then this study also strengthens the research findings of You (2016) in Korea about predictors related to the success of online learning in higher education.

The constraints to online learning at universities in Aceh during the Covid-19 period in this study were not much different from the results of Muzid and Munir's study (2005) and Guspatni (2018) which reveal the obstacles to online learning in Indonesian universities. It seems that lecturers and students in Indonesia are still awkward in interacting online for learning. If this problem is not resolved, it is feared that it will disrupt the knowledge transfer process.

5. Conclusion and Recommendations

This study aims to determine changes in the learning landscape in higher education during the Covid-19 pandemic. By raising a case study in higher education in Aceh, this research specifically focuses on: (1) the conception of online learning and (2) the constraints faced in implementing online learning. The results of the data analysis show that the learning in general follows three didactic steps, namely planning, implementing, and evaluating learning. Furthermore, the focus of the learning is more on teaching-focused, which is only the fulfillment of lecturers' academic responsibilities for teaching.

Second, the constraints faced by the lecturers in online learning during the Covid-19 period are generally the same as those of online learning before Covid-19, which relate to online system facilities or infrastructure (such as the internet, networks, etc.) and relate to human resources (such as competence of lecturers, student motivation, commitment, etc.).

Therefore, it is expected that stakeholders, especially the government, can pay attention to and provide adequate online learning infrastructure throughout Indonesia, especially Aceh. If the Covid-19 outbreak lasts for a long time, which make online learning lasts longer, then access to online learning

needs to be a concern. Hence, none of students will become victims because they cannot participate in learning due to unavailability of stable network or electricity.

It is also expected that universities can improve the competence of lecturers in implementing online learning. Online learning practices that are different from conventional learning require special skills and knowledge at the learning **planning, implementation, and learning evaluation stages**. Continuous development of lecturer professionalism competence needs to be done.

In closing, the scope of this research is very limited. Future research can raise the same topic by conducting research using a different design and focus. For example, further research **needs to be carried out to see the quality of online learning material content**, the quality of the discussion from a discourse analysis point of view, or the inhibiting factors and predictors of online learning success using the factorial analysis approach, equation modeling, and ethnography.

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