

Problems Of Online Learning From The Perspective Of English Education Students Ikip Budi Utomo Malang

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Abstract. The Covid-19 pandemic has prompted the government to make regulatory changes in several aspects, including the education aspect in Indonesia. The government has implemented a new policy, namely online learning, including at the university level. Although it is effective in stopping the spread of Covid-19, it turns out that there are still many problems that students must face in its implementation. This study used the descriptive qualitative method of collecting data using questionnaires and interviews. The data collected will be analyzed using descriptive statistics. The subjects in this study were students of English Education IKIP Budi Utomo. Through this research, the problems faced by students can be recorded. The results showed that the problem faced by students was the decrease in academic motivation caused by the inability of students to participate in online learning. Many students admit that they are less focused, constrained by the internet connection and quota, and inadequate learning media.

Keywords: Covid-19, Online Learning, Problems, Students' Perspective

1. INTRODUCTION

In 2020, Indonesia faced an outbreak of the coronavirus or commonly known as Covid-19. Covid-19 is now a pandemic occurring in many countries around the world. The Covid-19 pandemic has caused the lives of Indonesian people to change drastically from before. Covid-19 has greatly impacted various sectors in Indonesia, one of which is the education sector. What is very influential is the new policy taken by the government to reduce the spread of Covid-19. The government provides policies for all educational institutions to carry out online learning activities, including at the university level. According to Dabbagh and Ritland (2005), online learning is an open and distributed learning system using pedagogical tools, made possible through the internet and network-based technology to facilitate the formation of learning processes and knowledge through meaningful action and interaction. Based on the circular letter of the Minister of Education and Culture Number 4 of 2020 concerning the implementation of education policies in the emergency period of the spread of Covid-19 states that the learning process is carried out from home with several predetermined provisions.

This change in the education system was suddenly carried out. The regular education system that had previously been running for years, even hundreds of years, changed significantly. This system change eventually led to learning difficulties experienced by students. The first difficulty is the change in the learning climate, which is usually carried out face-to-face and communally, into learning that is carried out individually (Batubara, 2020).

Several researchers have also researched the problems of online learning. Wiwin

Adriani et al. (2020) found that online learning causes some problems for students, including low interaction between lecturers and students, students and students in learning, unstable internet networks, which sometimes can be an obstacle, and decreased concentration in the learning activity.

Yeni Ernawati (2020) also researched the problems of online learning, and the result is that the implementation of online learning has many problems for students and teachers. These problems are facilities and infrastructure, internet networks that are difficult to access in some areas, and learning materials and methods that must be readjusted.

Previous research has shown that online learning raises many new problems that hinder students and teachers from participating in learning activities. This article is supposed to analyze online learning problems from the perspective of English education students at IKIP Budi Utomo.

From the description above, online learning is an alternative solution for implementing learning during the Covid-19 pandemic. On the other hand, online learning raises several problems that hinder learning activities. Therefore, this research needs to be carried out to determine the problems faced by English education students of IKIP Budi Utomo while participating in online learning. From the problems that arise, solutions will be taken to solve these problems.

2. METHOD

This research method is descriptive qualitative research that describes certain individuals or groups about the situation and problems in society. This field research uses a case study approach with a qualitative descriptive form to investigate and understand a problem regarding online learning during the Covid-19 pandemic. This research was conducted at IKIP Budi Utomo, and the research respondents are students of the English Education study program.

Research is carried out by collecting various kinds of information, which is then processed to obtain a solution so that the problems revealed can be solved. Data collection was carried out through questionnaires and interviews. The instrument used was a closed questionnaire and an open questionnaire. In the closed questionnaire, respondents were directed to choose the answers determined by the researcher, while in the open questionnaire, respondents were free to determine their answers. The researcher also interviewed several students to find out more about the respondents' answers to the questionnaire.

The steps that are implemented in data analysis are descriptive statistics. Descriptive statistics is a technique used to summarize data using graphs. Then the data will be concluded in narrative form through sentences. The last step is concluding.

3. FINDING AND DISCUSSION

The following can be presented data from respondents willing to fill out the questionnaire in the study. The first question is, do you feel you have decreased academic motivation during online learning? Respondents' answers to these questions are as follows:

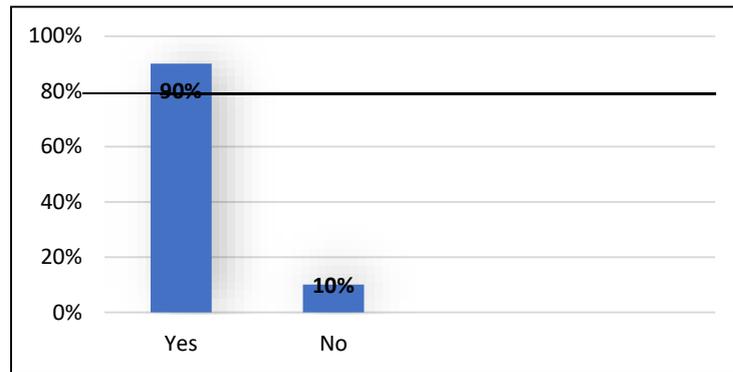


Image 1. Decreased Academic Motivation

Based on Image 1, it can be seen that 90% of respondents claim to have decreased academic motivation. In comparison, the respondents who did not experience a decrease in academic motivation were only 10%. The data above shows that most respondents experienced a decrease in academic motivation during online learning.

The second question given to the respondent is, can you follow the lecturer's online learning model? This question was asked to determine the main reason respondents experienced a decrease in academic motivation in the first question. Respondent's answers to the second question are as follows:

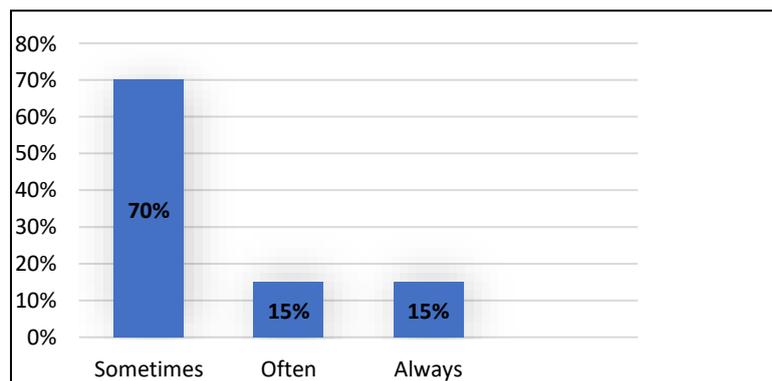


Image 2. Respondents' Ability to Follow Online Learning

Based on Image 2, it can be seen that only 15% of respondents can participate in online learning well. Respondents who can take online learning in the frequent category are 15%. Meanwhile, 70% of respondents admit that they can sometimes participate in online learning. The data above shows that the number of respondents who can participate in online learning well is less than respondents who cannot participate in online learning well.

The third question is, do you often face obstacles during online learning? This question aims to discover what other obstacles can cause a decrease in academic motivation during online learning. Respondents' answers are as follows:

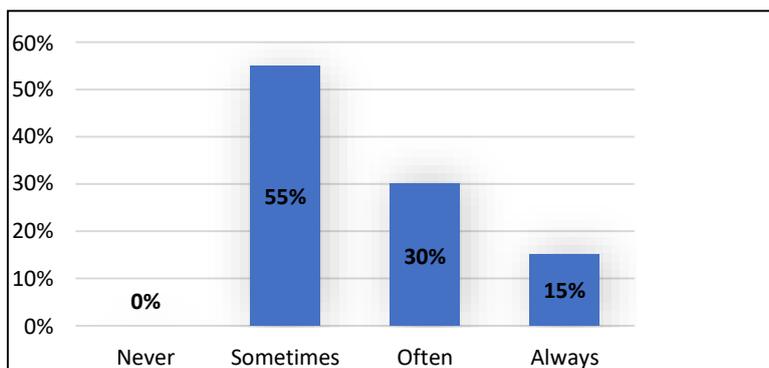


Image 3. Obstacles in Online Learning

Based on Image 3, it can be seen that 0% of respondents claimed to have never experienced problems during online learning. Respondents who sometimes experience problems during online learning are 55%. Respondents who often experience problems are as many as 30% of them. In comparison, the respondents who always experience problems are as much as 15%. These data indicate that most of the respondents experience problems during online learning.

The fourth question given to the respondents is, what are the obstacles you often face during online learning? This question is given to deepen the previous question, and this is an open questionnaire, so respondents are free to give their opinion. Respondents' answers areas follows:

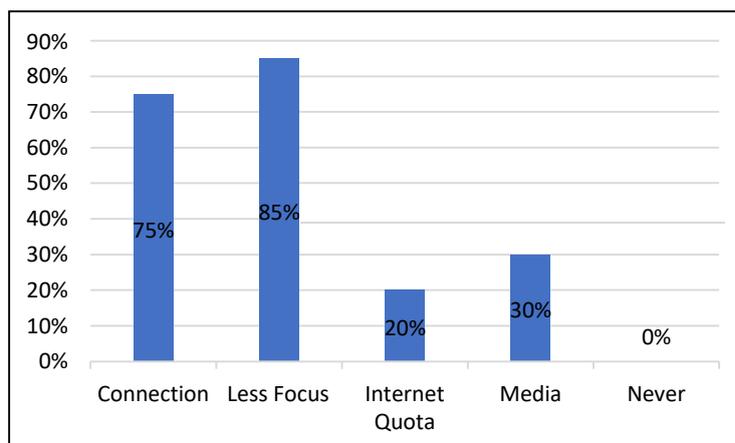


Image 4. Types of Online Learning Obstacles

Based on Image 4, the types of difficulties experienced by respondents are quite varied. The main difficulty often experienced by respondents is less focus which is as much as 85%. Furthermore, 75% of respondents experience internet connection problems. Respondents who experience internet quota problems are as much as 20%. At the same time, the respondents who experience learning media constraints are as much as 30%. The number of respondents who have never experienced problems during online learning is 0%. From these data, it can be seen that all respondents admitted to having problems during online learning.

The last question given to the respondents is what needs to be evaluated to improve online learning. This is an open questionnaire, so respondents are free to give their opinions. Respondents' answers are as follows:

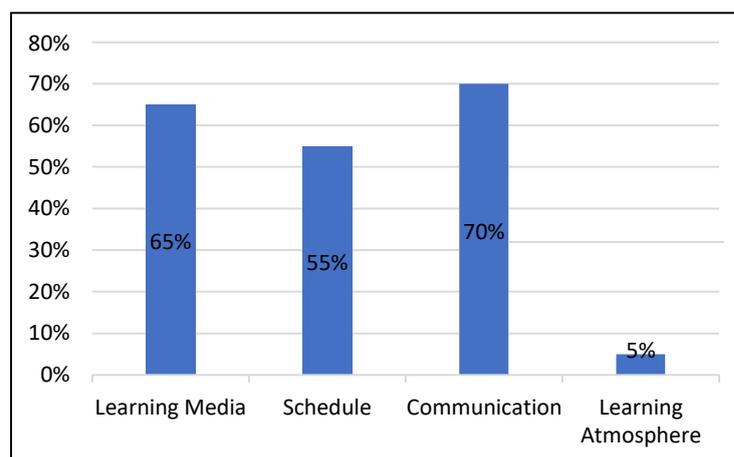


Image 5. Evaluation of Online Learning According to Respondents

Based on Image 5, it can be seen that 70% of respondents want an evaluation of communication. 65% of respondents want an evaluation of the learning media used. Furthermore, 55% of respondents want an evaluation on a schedule that was deemed less effective during online learning. Meanwhile, 5% of respondents want an evaluation in a less conducive learning atmosphere.

Based on the research results above, online learning still has many problems in its implementation. The biggest problem students face is decreased motivation to participate in learning activities. Mardesci (2020) stated that online learning carried out amid a pandemic negatively influenced student learning motivation. The decrease in student academic motivation is influenced by various factors, including the ability of students to participate in learning. During online learning, students cannot fully follow the learning that is carried out. This is supported by the statement of Juniarti et al. (2020) that during online learning, students are not serious about following the learning and awareness of students who underestimate the tasks given. In addition, Ella Puspita (2020) said that one of the causes of decreased learning motivation is student limitations in socializing with friends.

The decrease in academic motivation is influenced by the ability of students to participate in learning. When participating in online learning, most students experience obstacles. The problem most often experienced by students is less focus. One of the causes is the condition of the house that does not support students to participate in learning activities, so their focus is disturbed and it will not be easy to understand the material presented. This is consistent with previous research, which found that students had to do other work at home, such as helping their parents (Widodo et al. 2020).

The internet is a problem that students often experience. IKIP Budi Utomo's English Education students come from various regions in Indonesia; of course, some areas with internet connections could be more stable, especially rural areas. It can be seen from some students who are often late to join online meetings. Some students have to find a place with good connections first to be able to participate in learning activities. In addition to unstable connections, internet quota is also an obstacle for students. This obstacle is related to the funds that students and parents of students must spend to buy internet quota as a learning tool. Ernawati (2020) stated that students must pay additional fees to issue internet quotas.

Another obstacle is learning media, such as cell phones and laptops. In some situations, students experience problems with their devices. As stated by one student in the interview, the devices used as learning media often experience errors. Of course, this influences

the focus when participating in learning activities.

Based on the problems above, students expect an evaluation of the implementation of online learning. The first aspect of being evaluated is communication. Online learning tends towards one-way communication, so students become less active during learning activities. The second aspect is the media used by lecturers to teach. The chosen media must be effective in supporting all students to participate in online learning. A media can be effective if students with internet connection problems and internet quota limitations can access the selected media. The third aspect is the class schedule. Some students objected to the online lecture schedule, which often changes. As a result, students are often left behind in lecture material (Widodo et al. 2020). The learning atmosphere is the last aspect that must be evaluated according to students. Some students said they often feel uncomfortable, especially when online meetings are held. From the survey, students complained that they could not concentrate when someone did not turn off the mic while the zoom meeting was held.

4. CONCLUSION

Based on the results of the study, it can be seen that during online learning carried out, English Education students of IKIP Budi Utomo experienced various quite different problems. The main problem for students is the decrease in academic motivation due to the inability of students to participate in online learning. This is caused by several factors, namely unstable internet connection, internet quota, less focus, and learning media that support students in online learning. From these problems, students want some evaluation on several aspects, namely communication, learning media, schedule, and learning atmosphere. Therefore, it is recommended to develop learning media that supports two-way communication and is easy for all students to access so that they are comfortable participating in online learning.

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