

Student's Experience of New Learning System in Covid-19 Pandemic

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ABSTRACT

The Covid-19 had changed the educational system in Indonesia. The students must be survived with the change of educational system. They are required to use the internet-based media and technology during covid-19 pandemic. This study aimed to explore how the students experience of the change of learning system from face to face learning to online learning and finding deep information from the students who life in the rural area. The present study applied qualitative research to explore how the students in Maluku Utara survive in distance learning by examine how their experience in online learning. The result of this study gives several contributions about the how the students experience in online learning in Maluku Utara. The first, in conducting online learning the students must struggle with the condition of network in Maluku Utara. There were some areas that is not supported by the network so the students must go to the area that has a good network. This phenomenon becomes the main problem of the students in having online learning. The second, the process of online learning conducted both synchronous and asynchronous. They use social media as the media of communication, giving information and instruction. The third, most of the students used smartphone as the device in conducting online learning. However, in some school the student who does not have smartphone used I-pad from their school. The last, the students from Maluku Utara were easy to adapt the new system of learning.

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KEYWORDS

Covid-19 Pandemic; Learning; New Learning System; Student's Experience

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1. Introduction

The Covid-19 pandemic had changed the education system in the world. Pujari (2020); Weda, et al., (2022) stated that the Covid-19 had an impact on the entire educational system, including exams and evaluations. These changes were made very quickly because the demand of situation. Many schools and education systems began to apply distance learning (Kuznetsova et al., 2020; Sun et al., 2020). The use of technology and internet required the students learn in different way. Regardless, distance learning becomes the new innovation of learning system. Thus, it is unquestionably and universally acknowledged that the crisis has sparked innovation in the educational sector (United Nations, 2020).

The implementation of distance learning refers to the use of technology to support learning process. (Buselic, 2017) defined distance learning as the activity of teaching and learning that is carried out through the use of technology in a structured manner in which students and teachers regularly communicate or interact with one another. This activity limit the physical meeting between teacher and students. However, a video conference and text materials can be used to replace it (Griffiths, 2016). The activity in learning become more flexible and easy.

Distance learning cannot be implemented without the element of online learning activity. The use of media and technology is the key of success online learning. However, not all online media can be used as the right media in doing online learning. When choosing the media, it is necessary to take into account the characteristics of the teaching and learning process itself (Hsieh & Tsai, 2017). Besides technology, internet access plays a big role in the implementation of online learning (Kebritchi et al., 2017; Luschei & Zubaidah, 2012). Both students and teacher need the stable internet access to support learning process. Online learning give some advantage they are reducing cost, only use electronic devices in different place, and flexible in beginning and ending the class (Najimi. A, et al., 2017). However, online

learning has several disadvantage such as high cost in using data network, the network must stable, the device used must be able to support in online learning, internet accessibility, low quality of internet connection, and computer skills both teacher and students (Mahjob, H. M. P., 2021). Those are the problem of all online learning practitioners especially in Indonesia. The internet connection, internet accessibility has not be spread evenly in some areas.

Since the Indonesian government implemented distance learning, some parties felt a negative impact. Teachers difficult to choose the right platform for distance learning activities (BBC, 2020), students feel distance learning was a burden that causes psychological illness (CNN Indonesia, 2020), the parents feel very disturbed through this virtual activity (Indonesia Inside, 2020). The situation has worsened in many rural schools, especially in the eastern part of Indonesia, where internet access is difficult and students lack ownership of infrastructure.

Online learning forces the students to learn by their own self. Most important thing of distance learning is self-regulated learning that it is influence to the success of online learning (Samruayruen et al., 2013; Wong et al., 2019). It means the students have control of their own learning and they can direct cognition and motivation to achieve learning goals. However, the level of self-regulated learning of the students in Indonesia still low. It will influence in developing the quality of the students.

The condition in Maluku Utara still categorized as developing province. The infrastructures are still in progress. This condition makes in some area of Maluku Utara have low quality of internet connection. The distribution of technology only centralize in Ternate city, this makes the technological tools very expensive and rare. Only few of students own laptop and tablet. They use smartphone that has low capacity in access their online class.

Based on this situation, the students must be survived with the change of educational system. They are required to use the internet-based media and technology during covid-19 pandemic. This study aimed to explore how the students experience of the change of learning system from face to face learning to online learning. Finding deep information from the students who life in the rural area.

2. Method

The present study applied qualitative research to explore how the students in Maluku Utara survive in distance learning by examine how their experience in online learning. The participants were the first semester students of FKIP Universitas Khairun Ternate who has an experience with online learning in senior high school. The researcher had an interview to find out deep information about students experience in online learning during Covid-19 pandemic. The participants were selected through purposive sampling. The samples were the students who had attended online classroom for one semester during Covid-19.

3. Result

During covid-19 all the school in Maluku Utara applied online learning. This situation forces the students to adapt new system of learning. This study provides the results of students experience in online learning during Covid-19 pandemic. After the interview had been conducted to find deep information about their experience in online learning the researcher identified four themes. Different with quantitative data measuring by statistical data, the participants share their lived story and experience in online learning.

Table 1. Themes

Themes
3.1. Network
3.2. Learning process
3.3. Device used during online class
3.4. Adaptation in online class

3.1. The condition of network during online learning

Network has a vital role to support the implementation of online learning. The students must have a stable network to support them in conducting online class. However, in Maluku utara not all the area have a good network. The students must struggle to find an area or location that has a good network.

...Di bahu itu tra ada jaringan, torang tinggal di bahu harus pigi di ujung kampong tu ada tempat jaringan tu na disitu baru bisa online...

...In Bahu there is no network, the one who lives in Bahu must go to the end of the village to find a network and in that place we can online....

One of the students said that in her village there is no network so she must go to the place which has a good network to have their online class. They were struggle in having their online class. The students who lived in Bahu village must walk one kilometer to reach the area that has good network. This is their routine every day, come to the area that has a good network to submit their exercise or having live class (daring).

...saya kan di tidore, Cuma dibagian gunung jadi kalo jaringan data tu sulit sekali hanya ditempat-tempat tertentu jadi kalo di saya pu rumah tu dejendela saja jadi saya berdiri terus...

... I live in Tidore but, I live in mountain area so the network is difficult, only in some area that has a good network. In my house is only in my window so I must stand up to have online class...

...Kalo berdiri pas disuru fahami materi duduk lagi fahami lagi terus berdiri lagi cari jaringan kaya gitu...

...If the teacher ask the students to read and understand the topic I sit down reading the material and understand it after that stand again to find a network...

Another student also have a problem with the network, in her village have a bad network too. While having online class she must stay at her window by standing up waiting for the network. She spends her time in her window to do her exercise from school. If the teacher asks her to understand the topic, she sits down for a while try to understand the topic and after that stand up again to find the network. This is one of effort done by the students who live in the mountain area. Besides technology, internet access plays a big role in the implementation of distance learning (Kebritchi et al., 2017; Luschei & Zubaidah, 2012). Both students and teacher need the stable internet access to support learning process.

However not all the area in Maluku Utara has a bad network. There are some area like Ternate, Weda, Sofifi have a good network. Only in the rural area, island, and mountain area that have bad network. This is the evident that the students in Maluku Utara have a spirit to study, even though they are limited by the network.

3.2. Learning Process

There were some methods that applied by the teacher in Maluku Utara during online class in covid-19 pandemic they are synchronous and asynchronous.

...Nanti tu ada kaya sebelum online to kaya besok mata pelajaran ini mau online langsung diterangkan langsung live begitu tu...

...There is an announcement before having online class, for instance this subject must be live or only exercise...

...kalo sesuai depe guru kalo dong bilang apani materinya so dikirim di classroom brarti tong liat di classroom itu nanti diterakhir tu ada tugas dan ada cara kumpul...

...Depend on the teacher, if the teacher said the exercise had been sent in google classroom, we open our google classroom then there are instruction how to submit the exercise...

...classroom tu untuk materi-materi yang dong kirim saja untuk pemberitahuan tu di messenger baru nanti kaya kalo pertemuan-pertemuan begini to kadang pake zoom kadang pake whatsapp...

...Google classroom only for sending material and exercise, for instruction the teacher send in messenger and for meeting we use zoom or WhatsApp...

In the process of online learning mostly teacher applied both synchronous and asynchronous. However social media like WhatsApp and messenger used to give information and announcement to the students. There are many students in developed country the lessons and assignments sent via WhatsApp or email (Tam & El-Azar, 2020; Tuasalamony, et al., 2022). In this study the teacher used google classroom to submit the exercise that have been given and used zoom meeting in having their live class. The teacher announces the information before the class begin by sending a message in WhatsApp or messenger then the students do their exercise and submit in google classroom.

...kalo awalnya tu online kaya ada sift gitu contoh hari senin itu kelas satu hari selasa tu kelas dua hari rabu tu kelas tiga trus ada juga kelas online lewat...

...At first there is a sift like in Monday the first grade, Tuesday the second grade, and Wednesday the third grade and the other have online class...

...iya jadi nnti tu ada grup masing-masing kelas jadi guru kaya foto materi dibuku pembelajaran terus kirim karna awal itu belum ada buku ini belum ada buku pegangan siswa masi guru, jadi guru foto materi terus difahami oleh siswa setelah itu dikasi tugas....

... every class have their group class, so the teacher sent the picture about learning material, then it sent because there was no book for the students, so the teacher sent the picture of learning material and we learn this material...

There was also the school applied sifting, in a day only two or three classes based on their turn. This system applied by the school that was not categorized as a red zone from covid-19. But this school still applied online learning even though it is not full online. And for the method in giving exercise the same with another school, giving instruction in whatsapp or messenger and the students submit the exercise.

3.3. Device Used during Online Class

The implementation of online learning, smartphone become the option for having the online class. Most of the students use it to support them in join live class and submit the exercise. Smartphone become the option because it is easy to use, flexible, and cheaper.

R: untuk proses belajar online device apa yang digunakan?

S2: HP

R: jadi semua pertemuan itu menggunakan hp?

S2: iya

R: For the process of online learning what device did you use?

S2: HP (Smartphone)

R: so for all meetings you use hp?

S2: yes

Smartphone was the option for the students in having all their online classes. It was flexible and easy for them to bring it everywhere because as we know there were many students must go to the area that has good network.

... pake HP. Baru Siswa lain tu trada hp jadi to dari sekolah tu yang trada hp dong kasi iped, iped dari sekolah...

...Use HP. The student who does not have smartphone they use I-pad, I-pad from school...

There are some schools that provide I-pad for their students. Like in Bahu village their school provided I-pad for the student who does not have smartphone for online learning. However, the school has limited i-pad for them. The use of technology is important in the implementation of online learning. The use of media and technology is the key of success online learning. However, not all online media can be used as the right media in doing online learning. To choose the media must be adjusted to the characteristics of the teaching and learning process itself (Hsieh & Tsai, 2017). Without it the students cannot join the class or submitting the exercise.

3.4. Adaptation in Online Class

The implementation of distance learning refers to the use of technology to support learning process. (Buselic, 2017) defined distance learning as the teaching and learning activity carried out through the use of technology in the structured of manner in which there is communication or relations between students and teachers regularly. This activity limit the physical meeting between teacher and students, however it can be replaced by virtual meeting in the form of video conference and text material (Griffiths, 2016). The change of learning system, the students must be adapted with this situation. In Maluku Utara the students have variation in adapting online learning and they easily to follow all the requirement of online learning.

....mudah, mudah sekali, Cuma kendala utamanya itu tadi, jaringan... harus ketempat tertentu untuk dapat jaringan. Mudah sekali kalo belajar online tu pokoknya mudah asik juga...

....Easy, very easy, however the problem is the network.... We must go to the specific area for looking for network. it is easy to have online learning and fun....

....Sulitnya kalo dong kasi informasi tiba-tiba. Sama depe tempat jaringan kan agak jauh berjalan bgitu.....

... It is difficult if the teacher give an exercise suddenly. The place of network is far....

The students felt enjoy with online learning. They perceive online learning is easy to adapted. The main problem is network that only several area that have a good network. Internet access plays a big role in the implementation of distance learning (Kebritchi et al., 2017; Luschei & Zubaidah, 2012). Another problem that sometimes disturb the students was if the teacher suddenly give an exercise.

In conclusion, the students in Maluku Utara easy in adapting the new system of learning. They can follow all the requirement of online class. However they must struggle in finding a good network especially the students who lives in the rural area, mountain and island.

4. Conclusion

The result of this study gives several contributions about the how the students experience in online learning in Maluku Utara. The first, in conducting online learning the students must struggle with the condition of network in Maluku Utara. There were some areas that is not supported by the network so the students must go to the area that has a good network. This phenomenon becomes the main problem of the students in having online learning. The second, the process of online learning conducted both synchronous and asynchronous. They use social media as the media of communication, giving information and instruction. The third, most of the students used smartphone as the device in conducting online learning. However in some school the student who does not have smartphone used I-pad from their school. The last, the students from Maluku Utara were easy to adapt the new system of learning. The new system of learning makes us aware to the use of technology for having our class.

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