



## The Effectiveness of Online Learning for UNIKS FTK Students During the Covid-19 Pandemic (Empirical Study of UNIKS FTK Students)

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### **Abstract**

*The purpose of this study was to analyze the effectiveness of the implementation of online learning for FTK UNIKS students during the Covid-19 Pandemic. This research is a combination of qualitative and quantitative research (Mixed Methods). Data and information were collected through a questionnaire (questionnaire). The population in this study were students of the Faculty of Tarbiyah and Teacher Training (FTK) semester 2, 4 and 6 of the 2021/2022 academic year, totaling 216 students and a sample of 79 students obtained from students who filled out a questionnaire randomly. Data were analyzed descriptively from questionnaires by compiling distribution tables and displaying data in the form of diagrams. Data analysis techniques used Milles and Huberman's. The results of the study show that In general, the implementation of online learning for UNIKS FTK students during the Covid-19 pandemic was quite effective with a percentage of 60-79%. The results of the questionnaire on the implementation of online learning for FTK UNIKS students who have less effectiveness with 55% effectiveness are in practical activities.*

*Keywords: Effectiveness of Learning, Online Learning, Covid-19 Pandemic*

### **1. Introduction**

The Covid-19 pandemic has become one of the most detrimental problems in various sectors, especially the education sector<sup>1</sup>. Almost all activities in the education sector must undergo changes in the learning process, even stopping from the lowest age level to the lecture level. The process changes are no longer carried out face-to-face in class, but distance learning. One of the processes carried out is online learning.

Online learning is considered to be the best solution for teaching and learning activities in the midst of the Covid-19 pandemic<sup>2</sup>. Online learning is able to deliver various teaching materials to students without time and distance limits through internet access<sup>3</sup>.

In Indonesia, online learning has been going on for almost 3 years if it is calculated from the beginning of the Covid-19 outbreak in March 2019 using various learning media such as Zoom Meeting, WhatsApp Group, Google meet, Webex, Cisco, and so on. The same is true at the Kuantan Singingi Of Islamic University (UNIKS). UNIKS continues to take the policy by stopping face-to-face learning and replacing it with online learning.

Based on several previous research results regarding student perceptions of online learning during the Covid-19 pandemic that 49% of students can access learning well, 74.96% of students are able to study independently, 48.61% of students say online learning is effective, 78% of students say

treated equally and 65.82% of students stated that there was good communication between lecturers and students and between students and students<sup>4</sup>. Furthermore, research on the learning independence of UISU students during the Covid-19 pandemic showed that qualitative student learning independence was still in the low category, both in terms of managing study time (26.67%), the ability to complete routine tasks (18.33%), the ability to thinking (16.67%) and the ability to take the initiative (28.33%)<sup>5</sup>.

Meanwhile, based on the results of research on UNIKS student perceptions regarding the implementation of learning during the Covid-19 pandemic, student perceptions on the learning experience aspect (65.1%) were in the good category, the lecturer competency aspect was (82.28%) in the very good category. and aspects of facilities and infrastructure (63.99%) with good category<sup>6</sup>. However, the effectiveness of the implementation of online learning carried out by UNIKS students, especially the Tarbiyah and Teacher Training Faculty (FTK) during the Covid-19 pandemic is not yet known, whether it has been effective or not. Therefore, it is necessary to conduct research related to the effectiveness of online learning for FTK UNIKS students (empirical studies on FTK UNIKS students),

The scope of the research that will be studied is the implementation of the even semester 2021/2022 academic year learning with a sample population of FTK UNIKS students Semester 2, 4 and 6. Based on the conditions that occurred during the Covid-19

pandemic and the study of several theories above, the purpose of this study was to analyze the effectiveness of the implementation of the online learning process for FTK UNIKS students during the Covid-19 pandemic.

## 2. Research Methods

This research uses a combination of qualitative and quantitative research types (mixed methods). The combination research method is a combination of quantitative methods and qualitative methods to be used together in a research activity, in order to obtain more comprehensive, valid, reliable and objective data<sup>7</sup>.

The qualitative research is to see student responses to online learning during the Covid-19 pandemic. While quantitative research is used to see the level of effectiveness of the implementation of online learning during the Covid-19 pandemic.

The data collection technique used is a questionnaire using a questionnaire given to students via *google form* at the end of the even semester of the 2021/2022 academic year.

The data analysis technique used is Miles and Huberman's, namely: data reduction, data display, and conclusion drawing/verification.

The data obtained are presented in tabular form and described in the form of percent.

$$\% = \frac{\text{number of parts}}{\text{total number}} \times 100\%$$

Furthermore, to see the results of the effectiveness of online learning for UNIKS FTK students during the Covid-19 pandemic, they were converted using the following criteria (table 1):

Table 1. Conversion of Achievement Level and Effectiveness Qualification<sup>8</sup>.

No.	Criteria	Qualification
1.	80% - 100%	Very good
2.	60% - 79%	Pretty good
3.	50% - 59%	Not good
4.	< 49%	Not good

## 3. Results and Discussions

This research was carried out at the Kuantan Singingi Of Islamic University (UNIKS), especially at the Tarbiyah and Teacher Training Faculty (FTK) in the even semester of 2021/2022 with the number of respondents as many as 79 students.

This research was conducted by giving a questionnaire in the form of a questionnaire to students through a google form containing 30 questions/ statements.

Based on the results of the questionnaire responses given via google form with the following address: <https://s.id/angketPenilaianBDR> then the results of the average calculation of each indicator are obtained to be analyzed based on the effectiveness qualifications.

The analysis of the results of filling out online learning questionnaires for FTK UNIKS students is presented in table 2.

Table 2. Analysis of the results of filling out the questionnaire for the implementation of online learning for UNIKS FTK students

Indicator		Question Item Number	Percentage (%)	Qualification
Activity effect	Defender effectiveness online	29	79	Pretty good
Preliminary activities	Apperception	19, 20	73	Pretty good
Core activities	Explain	16	77	Pretty good
	Learning methods	17	69	Pretty good
	Learning Media	25	76	Pretty good
	Learning materials	1, 2	64	Pretty good
	Learning process	3, 5	61	Pretty good
	group discussion	10, 15, 24	11, 23, 66	Pretty good
	Practical Activities Questioning Ability	12	55	Not good
Activities Closed	Evaluation Learner ran	26, 30	27, 70	Pretty good
	Assignment Task	7, 8, 9	71	Pretty good
internet	Internet Network	21, 28	22, 79	Pretty good
Learning Resources	Book	6, 13, 14	69	Pretty good
	Teaching materials	18	77	Pretty good

Based on table 2 above, the results show that in general the implementation of online learning for UNIKS FTK students during the Covid-19 pandemic was quite effective with a percentage of 60-79%.

However, if analyzed more deeply, the effectiveness of online learning for FTK UNIKS students is quite effective (question/ statement item number 29). This is because students are used to smartphones so that in accessing learning they do not have significant problems. It means online

learning is very helpful in replacing conventional learning during the Covid-19 pandemic. This can be seen from the average percentage, which is 79%.

The effectiveness of using smartphones in learning is in line with what was conveyed by Rogozin who explained that using smartphones as learning media provides deeper learning opportunities for students because by using smartphones students can develop learning through searching for information from the internet. In addition, by using smartphones students are able to build their competencies in a dynamic way<sup>9</sup>.

The value of 79% effectiveness of online learning is also supported by student responses to internet network indicators (question/ statement items number 21, 22 and 28) which is 79%. Even though online learning requires a lot of money to buy quota, sometimes there is a network disruption in downloading the material given by the lecturer. However, by using the internet, students can find learning information.

This is in line with Setiani's research which states that the obstacles faced by students in the online learning process using the Zoom Clouds Meetings application during the corona virus pandemic are 1) spending a lot of credit or internet data quota. 2) Family economic conditions vary, 3) network speed in rural areas<sup>10</sup>.

In addition to internet access, based on the results of the questionnaire/ questionnaire responses, the effectiveness of explaining what is done by lecturers on core activities in online learning is quite good at 77% (question/ statement item number 16). This is of course supported by good facilities and infrastructure. Such as the use of teaching materials with an effectiveness percentage of 77% (question items /statements 18), the use of books by 69% (questions/ statements items 6,13,14) and learning media by 76% (questions/ statements 25 items).

Referring to the results of research conducted by Nuryasana and Desiningrum which explained that a lecturer activity in managing learning using teaching materials has a very good category with an average score of 4.03. This score indicates that the ability of lecturers in managing learning by using teaching materials is in the very good category. As for students, those who have learning activities in learning using teaching materials have a positive category with an average score of 3.801. This score shows that students are very enthusiastic in learning, because the teaching materials used are conceptual and easy to understand by students<sup>11</sup>.

Likewise, according to Mustakim's research on the effectiveness of online learning using online media during Covid-19, that to improve the quality of online learning during the Covid-19 pandemic, the

provision of learning materials should be delivered in a succinct manner, minimizing sending material in the form of long videos to save quota, choosing media in the form of videos using language that is easy to understand, still providing material before the assignment<sup>12</sup>.

Furthermore, for the effectiveness of the evaluation of learning in the closing activities of 70% (item questions/ statements 26,27,30). Lecturers in giving assignments in the form of Quiz, UTS and UAS in online learning are fair and transparent, and can improve learning outcomes even though they are sometimes difficult to understand. According to Rahmalia research, the implementation of the assignment-assisted teaching method has gone according to the plan that has been prepared. There was an increase in the average value and the percentage of both student achievement and learning implementation. Seen an increase in student learning achievement by 64%. On the other hand, there was an increase in the feasibility of learning by 13%. The increase in the average value is in accordance with the indicators of success,

For assignment indicators such as lecturers giving assignments to students, they get a percentage of 71% (question/ statement items 7,8,9). Students in online learning send assignments on time, work on assignments independently even though students feel difficulty. According to research Ayundhaningrum & Siagian that students are individuals who consciously have the task to develop their competencies, knowledge and skills in a process, namely education and learning. Therefore, students who have learning independence will try to improve them selves and change their behavior and habits in learning, such as organizing and organizing themselves in such a way related to the learning process carried out.

Ayundhaningrum & Siagian stated that learning independence can be seen from student activities which include: the ability to meet their own needs for science; the ability to do routine tasks independently; have the ability to take initiative in decision making; have the ability to solve problems through structured, open and critical logic of thinking; and be confident in what you are doing.

The results of the online learning questionnaire/ questionnaire that have poor effectiveness with a criterion of 55% are in the process of practicum activities. Of course, the acquisition of this percentage is reasonable, because this activity should be carried out in the laboratory but it is carried out online such as sending a practicum video so that it results in low student understanding regarding this matter.

For more details, the percentage of the effectiveness of online learning can be seen in the diagram in Figure 1 below

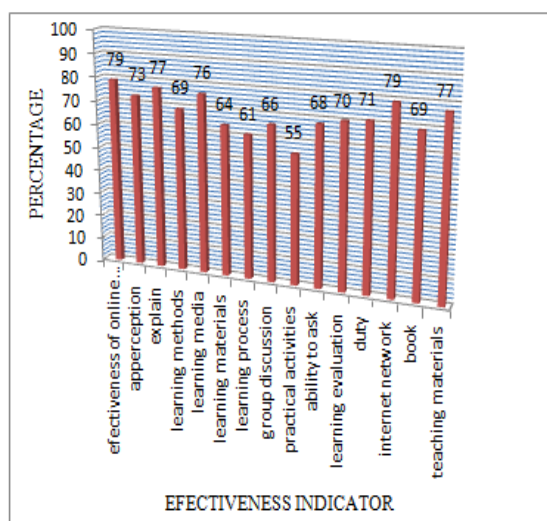


Figure 1. Implementation Effectiveness Diagram Student Online/Online Learning UNIKS FTK.

#### 4. Conclusion

Based on the results and discussions discussed in the previous chapter, it can be concluded that the effectiveness of the implementation of online learning for UNIKS FTK students during the Covid-19 pandemic was quite effective with a percentage of 60-79%.

This can be seen from the effectiveness of online learning (79%), Introduction Activities: apperception (73%), Core activities: explaining (77%), learning methods (69%), learning media (76%), learning materials (64%), learning process (61%), group discussion (66%), practicum activities (55%), ability to ask questions (68%), closing activities: learning evaluation (68%), assignments (71%), internet network (79%), books (69%) and teaching materials (77%).

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