

Online Learning During Covid-19 (Easy to Adapt to New Habits)

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ONLINE LEARNING DURING COVID-19 (EASY TO ADAPT TO NEW HABITS)

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Abstract

Changes in learning that have occurred due to the Covid-19 pandemic have led to adaptable behavior among students and lecturers. Adjustment or adaptation often requires high awareness or a long time. Likewise in the learning process in higher education, the habit of learning face-to-face suddenly has to change to online in the pandemic. This research was conducted in a descriptive qualitative way by collecting data through interviews. Selected informants are students and lecturers who experience direct changes in lecture activities from offline to online. Informants were selected purposively and interviews were conducted using a list of questions carried out by submitting one item at a time. The results showed that the adjustment in the learning process suddenly changed from offline to online in a relatively fast time. At first it seemed difficult then it became something commonplace. Over time, lecturers and students find it easy and common to undergo the online learning process. The unpreparedness of the instruments was fulfilled by the selection of adequate instruments. Meanwhile, skills unpreparedness in online learning is overcome by training and mentoring and the unpreparedness of the institution is overcome by the creativity of the institution to meet all online learning needs. This quick adjustment encourages every student and lecturer to change and improve their skills following the online learning process. Each of them felt that the changes were normal and became new habits in learning activities.

Keywords: Pandemic, learning, easy adaptation, new habits.

1. Introduction

The impact of the Covid-19 pandemic has been thought to have caused obstacles in the world of higher education. It turns out that it also provides some positive changes. In addition to causing face-to-face learning not to run directly, this pandemic also forces the online learning process (Chick et al., 2020). Online learning that was suddenly carried out felt full of obstacles (Oktawirawan, 2020). Internet access problems such as poor network, limited credit purchasing power, inadequate technological devices to immediately learn online and campus unpreparedness to

prepare all online learning needs. This sudden change has made lecturers and students experience various obstacles and challenges that require changing attitudes as well as actions to overcome them. The pandemic is triggering several changes that must be made immediately.

Implementation of learning in higher education is mostly done face to face. So far, the online learning process already exists, but it is not yet the main choice. Online learning is deemed incapable of meeting the needs of the learning process (Khotimah, Astuti, & Apriani, 2019). And that leads to learning difficulties and costs more. The limited ability of human resources for students and lecturers to use online learning software, it adds to the problems in the implementation of online learning. It is not uncommon for the beginning of learning changes to cause the learning process to stop for several weeks because lecturers and students are not accustomed to using these devices. Meanwhile, the face-to-face learning process must be stopped. The discomfort of these conditions requires an attitude of acceptance which is not easy. Various complaints and heavy feelings facing the changes experienced have forced lecturers and students to have a positive attitude and solutions to overcome them.

The study of the use of online learning technology raises pros and cons (Lin, Chen, & Liu, 2017). Initially, many writings raised about the tools and functions of using online technology in learning. This technology is also seen as a solution during a pandemic (García-Peñalvo, Corell, Abella-García, & Grande, 2020). Some view that the use of online learning removes the main role of the teacher in the process of imparting values and is not in accordance with the learning objectives itself so that there is rejection. Finally, many writings discuss that online learning technology is one of the factors of advancement in the world of education and the expansion of science.

This paper seeks to explain the experiences of students and lecturers who suddenly experience the online learning process due to the impact of the Covid-19 pandemic. Starting from the identification of the types of difficulties experienced, this paper shows the various impacts of adaptation on students and lecturers.

Changes in the learning process cause a burden for students and lecturers. These changes also force a change in behavior in the way of learning and the learning process. In short, this paper tries to test that behind the difficulties faced by students and lecturers due to the Covid-19 pandemic, there is an impact that fosters a positive character, especially the ability to adjust quickly for students and lecturers.

This paper refers to the argument that the challenges and constraints caused by the Covid-19 pandemic in the learning process in higher education not only cause many obstacles but also foster a positive character that is able to adapt to rapid changes. Technology as a device needs completeness in order to be utilized. Technology also has a compulsion for its users to adjust to the learning process. There was a change in the learning process from manual to internet based (Purwanto et al., 2020). Changes in internet-based online learning foster positive characters that lead to rapid adaptation skills for students and lecturers.

During the pandemic, education is undergoing quite fundamental changes around the world. The implementation of preventing the spread of the Covid-19 virus forces the world of education to impose restrictions on physical interaction so that learning in classrooms as usual is eliminated (Viner et al., 2020). Learning that really requires direct physical interaction has had to be replaced with an online learning process to ensure that physical contact is restricted (Espocito & Principi 2020). In almost all countries in the world, the government through the ministry of education has implemented a policy of transitioning the learning process by switching to online learning in all educational institutions (Milovanović et al., 2020). The use of internet-based technology in learning during this pandemic is inevitable. However, due to the sudden shift, various problems arise in the application of this online learning.

From several studies, they have also addressed the acceptance and rejection of the use of online learning (Chandra & Watters, 2012). Technology like this is seen as not good for educational purposes, it has a negative effect (Khotimah et al., 2019). Technology in the world of education can also provide a westernization influence which is considered to be able to destroy the nation's culture (Setiawan, 2017). The

use of this technology brings about fundamental changes in the world of education (Zilian & Zilian, 2020). The inability of students to use technology in a controlled manner will make them trapped spending time with the media and at least social interactions (Gök, 2015). In short, the cultural influence that accompanies the use of technology in education creates rejection in society like a foreign object (Nuryanto & Pustaka, 2012).

The elearning program or distance learning is an approach to using technology without the need for physical contact. The application of online learning makes the education process faster and more open (Chaidar, 2014). The application of this learning is carried out to facilitate the teaching process from the teacher or lecturer to students. The advantages of online learning can reach a wider audience. Students and lecturers do not have to meet physically. Although, each learning process can still be done at home.

The change in the educational process from manual to online learning brings a change. Use of online technology (Cahyadi, 2020) making the learning process does not have to come to campus. Every student and lecturer can directly carry out the teaching and learning process at their respective homes. This change reduces the need for time and activities outside teaching and learning hours. It no longer takes time to prepare before leaving for campus such as bathing, dressing, breakfast. In addition, it also does not take time to travel to campus. Besides being effective in terms of time, efficiency also occurs with the application of this online learning. Lecturers and students do not need to pay extra for transportation to campus apart from the efficiency of other personal needs such as make up, perfume, and others.

Differences in views and attitudes towards the changes experienced vary. There are those who perceive and have a negative attitude towards the changes experienced. However, many people also rate it positively. Likewise, the change in the learning process suddenly shifts from being dominant offline to being online. This change requires adjustments for all parties, especially lecturers and students in universities.

2. Research Methods

a. Research scope

This study uses a qualitative approach to explore ² online learning experiences during the Covid-19 pandemic. The information asked focused on the obstacles experienced and the various adjustments made during the implementation of online learning. Online learning has obstacles such as problems with device fulfillment, limited skills in using online learning tools, and constraints for higher education institutions in transitioning online learning. Furthermore, various forms of adjustments were asked which were made in line with the perceived obstacles in the transition to online learning.

b. Respondents

Respondents are actors involved in the online learning process at IAIN Metro including students, staff and lecturers. Student respondents were taken proportionally including 10 students by paying attention to the distribution in 4 batches of active students who also paid attention to gender aspects. Five staff were selected to handle lectures and student affairs. Nine lecturers who taught courses were selected purposively based on criteria, namely 3 lecturers who had never used online learning, 3 lecturers who had used online facilities but rarely used them, and 3 lecturers who were used to using online learning facilities.

c. Research instrument

Data were collected through interviews using a list of interview questions as a reference. Several open-ended questions were asked covering the constraints of online learning, the adjustments made and the impacts that arise. The three questions were asked to three respondents, namely students, staff and lecturers. Each respondent's answer was collected through written notes and records.

d. Research procedure

The research was conducted during the covid-19 pandemic, where there was a transition from face-to-face (offline) to online lectures (online) from April to October 2020. April describes the beginning of the transition to online learning in the even semester 2019/2020 to October during the online lecture period in the odd semester 2020/2021. Selected respondents were interviewed in person or telephone with their awareness and willingness. Interviews were conducted openly by submitting the questions that were asked one by one.

3. Results and Discussion

This change is felt not only by students, but also by the lecturers as their educators. Changes in the learning process, which were mostly done offline, then changed to online. It demands the readiness and creativity of lecturers and students to overcome it. Generally, the difficulties encountered will trigger a form of adjustment so that the learning process can continue. The results showed that there was an adjustment process for lecturers and students in the turn of offline learning to online. The form of activities that indicate self-adjustment is seen in several aspects, including: 1) unpreparedness of technology devices triggers creativity in fulfilling the device, 2) limited skills trigger rapid learning to be skilled in using online learning tools, and 3) institutional unpreparedness triggers institutional breakthroughs to meet learning demands online.

a. Technological devices

Not all students have sufficient hardware to use in the online learning process. There are also many students who do not have mobile phones with android technology that can be used to take online lectures. Not all students also have a laptop or computer to use for online learning. These unpreparednesses also interfere with the online learning process that must be done. The conditions experienced were apparently resolved in a relatively short time. These findings are presented in the research data in the following table:

Code	Technological devices
Utilization of existing devices	"My cellphone is not supported so I use a laptop when studying online" (R35, 37, student) "I just use the cellphone because it's easier and more practical" (R31, student) "Yes, lecturers generally use their own laptops. On the campus, all lecturers have a laptop to use for online teaching "(R7 lecturers).
Buy a device	"Finally, I bought an android cellphone to study online, I set aside money to buy an android cell first. Because this is more priority "(R39 student) "I sell trade-in so I can get an Android cellphone so I can learn online smoothly" (R40, student) "My laptop is serviced so that it can be used for online learning" (R36, student) "All cellphone and laptop lecturers are good, they can teach online, no need to buy anymore" (R6, lecturer)
Join friends	"At the beginning of my online study, I joined my friends because of one boarding house" (R35, student) "Sometimes we are the same as friends, using the same laptop" (R32, student)
Pulse constraints	"If the equipment is adequate, but heavy on phone credit if studying online continues" (R31, 32, 33, 34, 38, 39, student) "If the WFH schedule is sometimes constrained by signals and pulses too, but for WFO it's good to use campus wifi" (R8, lecturer).

The obstacles experienced by students prompted them to immediately buy an android cellphone that could be used for online lectures. Apart from reasons for online learning needs, students generally state that it is their main need to have a cellphone, especially in today's virtual era. There is also a claim to overcome these hardware problems. They take the initiative to repair laptops or computers or set aside money to immediately buy a new cellphone. The tendency of students to use cellphones to take online lectures.

Another creativity is that students take the initiative to join their friends who have laptops that are adequate for online lectures, especially students who live in boarding houses. Other habits that students do during online learning are using 1 laptop together, especially students who live in boarding houses.

Adjustments in online learning (Firman, 2020) by changing cellphones are not considered burdensome for students. They mostly already have an android cellphone that is quite supportive for use in online learning. Generally, students feel that it has become commonplace and commonplace to have better quality cellphones. In fact, what is often complained about is the problem of internet credit (Indrawati, 2020), which demand increases. So that it adds to the expenses for this purpose. Moreover, the price of internet credit has not decreased even during the pandemic like today

The sudden change in the online learning process due to the Covid-19 pandemic which initially caused problems (Gonzalez et al., 2020). It has a positive impact as well as fostering the willingness and creativity of students to immediately take online lectures, namely having an Android cellphone, repairing a laptop immediately, hitching a ride with friends, and setting aside money to buy a new cellphone.

b. Human Resources Skills using online learning tools

The unpreparedness that many students and lecturers complained about to carry out the online learning process surfaced at the beginning of the pandemic. Application of physical distancing (Van Lancker & Parolin, 2020) forces universities to switch the learning process that is currently running offline to online. This sudden change has created problems, especially the lack of skills to use online learning tools. Some of the problem findings are recorded in the following table:

Code	Human Resources Skills
Making video tutorials	"I made a video using online learning so that friends can too" (R32, student) Yes, not a few lecturers said it was difficult to understand the online KPM program, so I made a video tutorial to help him "(R8 lecturer)
Peer teaching	"Frankly, I don't know about the use of e-learning, so I ask other lecturers who are already able to do it a lot" (R3 lecturer) We teach each other sir, so that we can take online lectures from lecturers, if our friends teach it, we can quickly, sir "(R37, student)
Training	"As requested by many lecturers, we will immediately conduct online learning training for lecturers" (R 6 lecturers, R13 staff) "TIPD prepares training for lecturers and students" (R15 staff)

	Yes sir, before the implementation of KPM, we were given socialization and training on the use of the SIDIMAS program. (R34, R37 student)
Assistance	"Frankly, I don't really understand about technology, it's been hard studying, I asked him to help me ... yes he became my assistant when I am teaching online" (R5, lecturer)

This sudden change has triggered the growth of some learning creativity so that they can quickly take advantage of online learning tools and be skilled at using them. The limitations of conducting direct training have prompted some lecturers and students to try to make video tutorials on using online learning tools. Google classroom, Whatsap Group, IAIN Metro e-learning, google meet, zoom meeting and so on are some options for use as online learning tools.

Many students know that the use of online learning tools is obtained from studying through viewing video tutorials on the internet. Another way to acquire these skills is by learning through friends. Generally, lecturers gain skills using online learning tools through training activities organized by the campus. Some senior lecturers felt that they were not able to master these devices and asked staff to help them during online lectures. As the respondent admits (R5), there is an immediate need to use online learning tools, while it certainly takes a long time to learn the tools. So, assistance by staff who master these tools becomes a choice at the beginning of lectures.

c. The institution's ability to support the online learning process

The absence of higher education readiness to facilitate online learning simultaneously triggers higher education institutions to make breakthroughs to find solutions. Several forms of institutional breakthrough creativity in overcoming online learning constraints that must be carried out according to pandemic conditions such as preparation of Learning Management System (LMS) devices/software, training for online teaching lecturer skills, compiling responsive lecture schedules, pulse assistance for lecturers and students.

Code	Kelembagaan PT
Software	There are quite a lot of complaints from lecturers and students. In general, they conveyed the obstacles to online learning with google classrooms or zoom meetings which were considered burdensome in online learning. "The campus now provides an LMS (learning management system) program (R12 staff) The implementation of Community Service Lectures has also used the SIDIMAS program, while PPL uses the Sempelpro program. (R18 staff)
Skills improvement training	"In addition to providing LMS software for learning, we will immediately socialize the LMS as well as online learning training for lecturers" (R15 staff) At the beginning of KPM last semester, and PPL this semester, there was also socialization of the Sempelpro program and training on its use for DPLs "(R19, staff)
Class schedule arrangement	"To anticipate the LMS server going down, an even schedule is made in all lecture hours from morning to evening, not piling up in all morning hours" (R15 staff)
Credit/pulse assistance	Providing credit assistance for lecturers and students is carried out according to government policy (R13 staff)

Problems with online learning software are also felt. Apart from being relatively simple, the e-learning devices on campus are also limited in terms of capacity. A server change is required if you want to use many lectures simultaneously. Campus institutions need to move quickly to make these devices both physical devices and software. The need for software in all online learning activities triggers the creativity of the institution in making the necessary software. Some examples of creativity are for the purposes of lectures, an e-learning system was created in the form of a management learning system (LMS), for the purposes of Community Service lectures conducted online, a KPM-DR program called SIDIMAS has been created, and for the implementation of Field Experience Practices for students, a program called Sempelpro is created.

In addition to these supporting devices, online learning also requires the readiness of human resources, both lecturers and students, when using the program (Sartika, Dewi, 2017). Skills in using online learning programs are needed in order to be able to operate and take advantage of the features of the programs used. The skills to use the available learning programs and features will support the continuity of the

online learning process (Suni Astini, 2020), from the planning of the lesson, the implementation of the learning process, the learning resources, the media, to the evaluation of the learning (Hakim, Yudiyanto, Hakiki, & Soleha, 2020). The inability of lecturers and students to use online learning programs will disrupt or even hinder the lecture process itself.

These findings indicate that the sudden change in the learning process offline to online due to the Covid-19 pandemic has caused various problems of unpreparedness (García-Peñalvo et al., 2020). These various unpreparednesses encourage a quick adaptation process for lecturers and students so that they can continue the online learning process. Android mobile devices are the choice of students and lecturers to take part in online learning. The use of laptops is also an option for taking part in the online learning process. Many students also choose to replace their cellphones with a higher quality Android version. This shift in device change is an excuse to better support the online learning process that must be followed. This change shows the adaptation of lecturers and students by slightly replacing more sophisticated devices than previously owned. Currently, Android phones are relatively cheap due to more competitive price competition with many HP brands on the market (Endaryono, 2019).

In addition, adjusting your self to training and mentoring the use of online learning software is a positive change process. Awareness of the need to be able to run online learning tools which inevitably encourages lecturers and students to learn quickly through training or video tutorials. The results made them immediately start the online learning process. Lecturers and students feel that online learning practices are becoming commonplace today.

The demands of implementing online learning also urge universities to make various breakthroughs to fulfill them. The unpreparedness of the hardware and software prompted the institution to immediately purchase the device. The unequal ability of lecturers and students to use online learning tools has encouraged institutions to hold training, mentor lecturers, and also produce tutorial videos on the

use of online learning tools. This change has a positive impact on higher education institutions because it makes the institution meet the needs of online learning tools. And in the future, it will continue to be used so that the quality of learning in higher education continues to increase (Rahmat, 2020). After the pandemic, it is very possible for new habits like online learning to become something that makes the learning process easier. Readiness and ability to practice offline learning as well as online or a combination of both (Widiara, 2018) into new habits and positive values in the future.

4. Conclusion

The condition of the Covid 19 pandemic, which implements prevention by limiting physical contact, makes the learning process change rapidly. Generally, learning done offline turns into learning online. This change creates a compulsion to run it. Even though it was difficult at first, learning from offline to online became commonplace over time. The pandemic has enabled lecturers and students to make a quick adjustment process from offline learning to online. The problem of inadequate equipment is immediately met with the provision of appropriate equipment. In addition, skills limitations to use online learning tools are immediately resolved with training and mentoring. The problem of campus institution unpreparedness has been carried out by various breakthroughs to fulfill all devices and increases the capacity of human resources so that online learning can continue. The ability to adjust to be like something ordinary and have a positive meaning. The ability to adjust to the learning process has grown into a new positive habit amid the Covid-19 pandemic.

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