

Participatory Analysis of *Fameta Bahulu* in Online-Based Learning Activities During Covid-19 Pandemic in Faculty of Education, Universitas Negeri Medan

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Abstract. This study examined the problem of student participation in the zoom meeting and/or google meeting application includes the presence of students, *Fameta Bahulu's* Participation by students, the impact of *Fameta Bahulu's* participation in online-based lecture activities through Video Conference (Vicon) during The Covid-19 Pandemic Period on student learning motivation at FIP UNIMED. The subjects consisted of students in the Academic Year 2019/2020, totalling 565 people with a sample of 146 people drawn by random sampling. The data were collected using a questionnaire instrument with a Likert Scale pattern. The research data was processed using simple statistical analysis techniques by looking for the percentage (%) and the average value of each item. The findings indicate that face-to-face lectures through the zoom meeting application can open up opportunities for students to display *Fameta Bahulu's* participation by reducing or even eliminating their participation in face-to-face learning by turning off the camera, so that only names or pictures are visible on the monitor screen. This *Fameta Bahulu* Participation Behaviour can certainly be a source of thought for lecturers so that in the future this behaviour does not become a habit or trick for students who do have low learning motivation.

Keywords: Analysis, Participation, *Fameta Bahulu*, Impact, Pandemic, Covid-19.

1 Introduction

The Covid-19 pandemic that has hit all corners of the world has changed various aspects of human life, including the world of education. Educational and learning processes and/or activities that were previously carried out in various forms of communication, either directly face to face, or indirectly in the form of hybrid learning method by conducting blended learning which is often referred to as online learning, "without compromise" and/or by forcing "learning activities must go online (online).

For the last two years (from the Even Semester of the 2019/2020 academic year to the Even Semester 2021/2022 online learning must be done online by utilizing the WhatsApp, Line, SMS, Telegram, and so on applications, so that various types of online communication are known, such as communication Synchronous Chat, Asynchronous Chat, Synchronous Call, Synchronous Video Call, Asynchronous Video, Formal Online, Informal Online, and Non-Formal Online. Lecture activities at the university level) in the early days of the Covid-19 pandemic took place online in a limited manner, later in further developments for two years took place using internet features, especially google meetings, zoom meetings. Through these two applications, a large number of students can participate in learning activities, if google meet can accommodate 250 participants, while zoom meet can reach 500 people. Until the end of 2021, lecture activities at universities, such as at the State University of Medan (UNIMED) will take place in a network by relying on the Zoom Meeting and Google Meeting application.

During online lecture activities, many opinions, experiences, complaints, and suggestions arise about how lecturers, students, employees, managers of study programs/departments, faculties, universities, managers, leaders, and so on should be. One of the main concerns in the effectiveness of student learning through online learning is the participation of students (students). Participation is the participation or involvement of educators and students in learning activities. Participation in learning is participation by taking part (taking an active role) not just joining in. Participation which is marked by participation without actively taking part or just joining in is referred to as *Fameta Bahulu* participation.

Fameta Bahulu's form of participation is basically not appropriate to be developed in any group or organization activity, but in real life, this form of participation is often encountered or experienced, instead it is displayed in the world of virtual learning (online), especially in the zoom meeting application or google meeting. When learning takes place in a virtual classroom, this participation can be seen when only the voice and facial movements of the participants can be heard or seen (if the video is turned on) until only the name or picture can be read/ seen as a sign of being in class (if the video is turned off).

The facts of *Fameta Bahulu's* participation described above have coloured the life of organizing educational and learning processes and activities for the last two years during the covid-19 pandemic. Whether the behaviour of *Fameta Bahulu's* participation is also experienced or displayed by FIP UNIMED students' needs to be studied scientifically so as not to grow and develop in the future which is predicted to affect motivation and learning achievement at the same time. This has prompted the need for a research entitled "Participatory Analysis of *Fameta Bahulu* in Online-Based Learning Activities During the Covid-19 Pandemic at FIP, Medan State University". This study aimed to find out; 1) How is the level of student attendance in online-based lecture activities via video conference during the Covid-19 Pandemic at FIP UNIMED, 2) How is *Fameta Bahulu's* participation by students every time they take part in Online-Based Lectures via Video conference during the Covid-19 Pandemic Period at FIP UNIMED and 3) What is the impact of *Fameta Bahulu's* participation in online-based lecture activities via video

conference during the Covid-19 Pandemic Period on student learning motivation at FIP UNIMED.

1.1 The Nature of Participation in Online Learning

Participation in online learning is no different from participation in offline learning. Participation is simply defined as participation in activities by taking roles in accordance with the functions inherent in each. If what is meant is educators (teachers or lecturers) then participation is defined as the participation of educators in learning activities by taking and/or running as teachers or lecturers who must plan, implement, evaluate learning effectively and efficiently. Meanwhile, if what is meant is students (students or students of university) then participation is defined as the participation of students in learning activities by taking the role of students or students who must attend, listen, listen to every conversation during learning takes place, work on and know to complete all learning tasks.

The difference between online and offline participation lies in the physical presence during the learning process. If in offline learning, the presence of educators and students must be physically visible with all the appearances of their behaviour so that they can be seen, observed and held in real time, while in online learning participation can only be observed from the presence on the monitoring screen through certain applications such as zoom meet or google meet. If in offline learning, the educator can clearly know with certainty and confidence that the students are indeed present and display learning behaviours as they are, but in online participation, educators cannot ensure all of these things, only presence through facial expressions. by voice, while the appearance of other behaviours cannot be known, especially if the participation of students is only shown by writing names or pictures of faces on the zoom meet or google meet monitor screen.

Participation is real involvement in an activity. This involvement is characterized by participation or willingness to take a role according to the function in the group or organization. Such participation can be in the form of ideas, constructive criticism, support and implementation of activities (Mulyasa, 2004: 167). Participation involves participating in an activity or participation (Suryobroto, 2009:293). In the world of education, student participation in learning activities is defined as the degree to which the role of members involves themselves in activities and contributes their energy and thoughts in carrying out these activities (Sukidin, Basrowi, Suranto, 2008:158). The involvement of students in learning activities is not only physical but involves mentally and emotionally individuals in group situations that encourage them to display or do something useful in achieving learning goals (Irene, Astuti, Dwiningrum.S, 2011:51). This means that participation in learning involves all aspects of one's personality (students).

Participation in learning activities can be displayed through an attitude of willingness, willingness, attention, and participation in obeying the rules (Dimiyati and Mudjiono, 2002:

28). In detail, the characteristics of participation behaviour that are expected to be displayed by students in the learning process can include (1) wearing school uniforms, (2) participating in the flag ceremony at school, (3) attending school on time, (4) doing class picket, (5) greeting when meeting the teacher, (6) erasing the blackboard without having to be asked by the teacher, (7) paying attention to the teacher explaining the lesson, (8) responding to the teacher's questions during the lesson, (9) answering questions from friends at the time learning takes place, (10) guides the class and answers questions given by the teacher, (11) helps other students and explains the material discussed, (12) does homework assigned by the teacher, (13) completes assignments on time, (14) help the teacher when the teacher needs help, (15) discuss the lesson with a classmate, (16) participate in giving opinions in group discussions, (17) provide suggestions/solutions to the problems discussed in the group discussion, (18) participated in making conclusions about the material discussed in groups, and (19) read the results of their work in front of the class (Amirin, 2005: 28-29). Meanwhile (Mardia Hayati, 2012:48) hate it for (1) obeying school rules (classes), (2) completing homework, (3) participating in lesson discussions, (4) doing work voluntarily, (5) showing interest in learning, (6) helping others happily, (7) answering, helping, discussing, greeting, assisting, organizing, conducting training, reading, telling, selecting and presenting. All of these characteristics or indicators are behavioural displays that describe student participation in learning.

All these indicators must be displayed seriously, willingly and responsibly. If the display of learning behavior is the opposite, then that is what is called *Fameta Bahulu* participation, namely participation that only participates without taking part or joining in.

1.2 The Impact of *Fameta Bahulu's* Participation in the Covid-19 Virus Pandemic

Fameta bahulu participation is a term for someone's participation without taking an active role in group or organizational activities. *Fameta bahulu* is a term for someone who participates in giving or doing something when a group or organization carries out joint activities with the intention that others know that it is true that he is giving or that he is present even though his gift or presence does not describe his sincerity as a member of the group or organization. Displays of behaviour like this have made teachers or lecturers complain about the participation of students or students when this online learning takes place. Teachers or lecturers have difficulty ascertaining whether their students are taking lessons seriously (really). Because it often happens in online learning, there are students or students who intentionally post a video that has been recorded, so that it seems as if they are following the learning process, but it turns out that they are carrying on. others (<http://unissula.ac.id/c24-berita-unissula/impak-pembelajaran-daring-di-masa-pandemi-bagi-dunia-character/>) This is what is called the participation of *Fameta Bahulu*.

The basic principle of this *Fameta bahulu* is as long as there is or comes from being present. This behaviour is also referred to as just joining in or just showing up without paying attention and doing what exactly should be done during the joint activity. In group meetings his presence

is real, but no role at all, just sitting, silent, not wanting to know what to do. When asked to play a role, he always tries to avoid it for all kinds of reasons, like that's okay...that's appropriate, no more..., and so on. The real picture of the behaviour display can be seen in Figure 1 below.

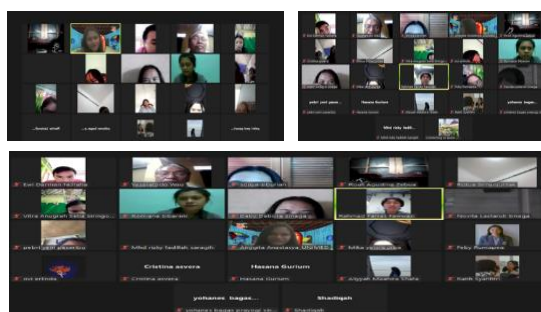


Fig. 1. Illustration of student participation in learning via zoom Meeting on Educational Science Course on September 29, 2021 at 15.17 - 15.35

Based on the Figure 1, it can be seen how the display of student behaviour on the monitor screen through the Zoom Meeting application. From a total of 22 people whose faces must appear on the monitor screen, at 15.17 minutes 14 real faces appear, 3 people only used a background images, 5 people only names, at 15 minutes 24 faces that appear 14 with different positions, 2 people only wallpaper, and 3 people just names. And at 15.35 minutes, 13 people saw faces, 3 people had background pictures, and 5 people were just names. The appearance of the students in this zoom room has given a clear picture of the participation of the 22 people in it. Those who only show their name or only put a background image can be classified as their behaviour as participants of the *Fameta Bahulu*. It is true that they are in the video conference room but it is not certain what their activities are behind the monitor screen. Is it true that they take online face-to-face lectures that involve all aspects of their personality? Could it be that they are lazing around, or looking for books or lecture materials, or are they attending a meeting on another zoom? They are the only ones who know, if the teacher or lecturer will not know, unless their name is called and then they will appear accordingly which can surprise or really delight the other participants on the zoom screen. This means that they are participants who join in, as long as they enter, they don't want to take part unless they are given a role, that is what is called the participation of *Fameta Bahulu*. Of course, this participation must be eliminated in the world of education and learning because it can have a negative impact on the personality development and learning motivation of students.

Fameta Bahulu's participation with behavioural characteristics that are contrary to the appearance described above is an attitude or behaviour that must be avoided in group or organizational activities, including in the world of education and learning. This attitude and/or behaviour of *Fameta Bahulu's* participation can make a person present in various geographically different places at the same time. In terms of time efficiency, it is quite advantageous because

it can reach various places in a short time, but this outreach can give the impression of being careless, joining in, and maybe even lying.

The predicted impacts that can be caused by the participation practices of *Fameta Bahulu* can be varied, including (1) developing an attitude of ignorance (indifference) (2) an attitude of convenience that does not educate or mature (2) lowering motivation to learn, (3) develop individualistic attitudes, (4) develop disrespectful attitudes, (5) eliminate honorary values

Based on the theoretical study stated above, it can be synthesized that the participation of *Fameta Bahulu* is a behaviour that must be managed in such a way that it does not affect the lives of students in the world of education and learning. *Fameta Bahulu* participation must be addressed in such a way that it does not become a principle of life for students in ensuring their presence in learning activities.

2 Method

This study was designed to analyse *Fameta Bahulu's* participation in online learning and its impact on student learning motivation by using a descriptive research method that emphasizes analysis on numbers from the calculation of percentage values of students' opinions or experiences on attendance and participation in learning as a continuation of the results. -results of previous research, such as the following plot.

This research was conducted from April to July 2022 at FIP UNIMED. The population in this study were all FIP UNIMED students for the academic year 2020/2021 who had attended online lectures for two years, totalling 565 people. The sample of this study was drawn randomly with a random technique with a percentage rate of 20 percent, so that the number of samples reached 146 people.

The instrument used in collecting research data on *Fameta Bahulu* Participation in Online-Based Learning Activities During the Covid-19 Pandemic at the FIP of Medan State University was a questionnaire in the form of a Likert Scale, which was compiled by following procedures which include: 1) formulating operational definitions of variables, trials questionnaire. The scale used in this study consisted of five alternatives, consisting of: Always (SL), Often (SR), Sometimes (KD), Rarely (JR), and Never (TP); Strongly Agree, Agree, Disagree, Disagree, Strongly Disagree.

3 Results and Discussion

Data from the research results of *Fameta Bahulu's* Participatory Analysis in Online-Based Learning Activities During the Covid-19 Pandemic at FIP Universitas Negeri Medan can be described as follows:

3.1 Student Data in the Zoom Meeting Application

Student attendance data in lectures through the zoom meeting application during the Covid-19 Pandemic at FIP UNIMED by filling out the link distributed through WhatsApp is very high (100%) by each study program at FIP UNIMED. This presence is indicated by (a) filling in the zoom link (100%), (b) showing a face while the camera zoom is on, reaching 82.88%, (c) keeping the camera active during the lecture (76.71%), (d) remaining active without off cam. (71.92%), and (e) follow it together with friends as much as 47.26%. This means that there are still 17, 12% of students who attend lectures without showing their faces while the camera zoom is on. In the BK Study Program there are 72.41% of students who show their faces while the camera zoom is on, which means that there are 27.59% who are present without showing their faces on the zoom camera.

3.1.1 *Fameta Bahulu* Participation Data

Fameta Bahulu's participation did occur among students during online lectures during the COVID-19 pandemic at FIP UNIMED. *Fameta Bahulu's* participation is shown by students for various reasons, mainly:

1. Network disturbances reached 55.48% with an average value of 3.52 which was classified in the category of not good or good.
2. Lecturers do not give the opportunity to ask and/or answer questions related to lecture material, reaching 26.71% with an average score of 2.68 which is classified in the poor category,
3. It's been made in Chat "Sorry sir, I'm off cam and will still listen it reaches 23.97% with an average value of 2.52 which is classified in the bad category.
4. There are other activities that cannot be avoided at the same time, (14.38% - average value 2.42), the assumption that lecturers do not see all students' faces when there is a presentation of material with power point on the layer reaches 13.01 % the average value is 1.61) and have to work on assignments from other courses that have not been completed reaching 9.59% average value of 2.3) which is classified in the bad category.
5. Other reasons for the appearance of *Fameta Bahulu's* Participation attitude include (a) teaching methods that are less attractive (reaching 8.9%, average score of 1.56), (b) presentation of materials that are less useful (reaching 8.9%, average value) 1.53), (c) there is an opportunity to work on assignments in other courses (achieved 8.2%, average score 1.80), (d) lack of preparation for attending lectures (achieved 6.85%, average score 1.61), and (e) background better ones (reaching 8.9%, average score of 1.83) all of which are in the very poor category.

3.1.2 Un-Fameta Bahulu Participation Data

Based on the data, the form of student participation activities in online lectures during the Covid-19 Pandemic at FIP UNIMED, which consists of 9 activities including:

1. Greet friends and lecturers with a percentage reaching 76.44 with an average score of 4.1 which is included in the high category.
2. Focusing on the presentation of lecture material which reached 84.93 with an average value of 4.17 which was included in the high category.
3. Asking questions during the lecture reached 73.97 with an average value of 3.73 which was classified in the high category.
4. Answering questions or invitations during lectures reached 71.92 with an average value of 3.65 which was included in the high category.
5. Showing loyalty with a high enthusiasm for learning reaches 73.97 with an average value of 3.73 which belongs to the high category.
6. Writing questions or messages in Chat reaches 30.28 with an average value of 2.89 which belongs to the medium category.
7. The attitude of quickly dismissing after there are instructions to move to the SIPDA application only reached 16.44 with an average score of 2.5 which is classified in the low category.
8. Greeting friends and lecturers directly without writing names in chat, reaching 58.9 with an average value of 3.47 which is classified as high category.

Based on the data, *Fameta Bahulu's* participation can have an impact on student learning motivation in attending lectures, which include:

1. Keep trying to get into zoom until it succeeds with an achievement level of 58.9% with an average value of 3.98 which belongs to the good category.
2. Develop a sense of worthlessness among my friends with an achievement level of 19.86% with an average value of 2.58 which belongs to the good category.
3. The emergence of shame in students if only names or pictures of faces appear on the zoom screen with an achievement level of 37.67% with an average value of 2.84 which is included in the good category.
4. There is an attitude of resignation because they cannot do anything about the existing situation with an achievement level of 24.66% with an average value of 2.59 which is classified as poor.
5. The attitude of not caring about manners ends lecture activities by directly leaving the zoom link with an achievement level of 27.4% with an average value of 2.46 which is classified in the poor category.
6. disrespectful attitude to the lecturer when the lecture is declared finished by leading the lecturer out of the zoom with an achievement level of 27.4% with an average value of 2.46 which is classified in the poor category.
7. Boredom arises in students so that when there are instructions, they immediately move to another application, they are immediately responded without waiting for a signal

from the next lecturer with an achievement level of 28.77% with an average value of 2.61 which is classified in the poor category.

Based on this data, it can be seen that the participation of *Fameta Bahulu* in online lectures during the covid-19 pandemic at FIP UNIMED can have an unfavourable impact on students so that learning motivation is reduced. Another impact of *Fameta Bahulu's* participation is regarding the appearance of clothing and the use of learning facilities by students, it can be concluded that the fashion used by students during online lectures still wears neat clothes such as the appearance during offline lectures (83.56% with an average value of 4.3 which belongs to the high category), but there are as many as 41.1% who only wear clothes as they are without regard to the bottom clothes (skirt or pants) are classified as *Fameta Bahulu* Participation with an average value of 2.7 which are included in the poor category.

Another impact of the use of zoom links that can result in the emergence of *Fameta Bahulu's* participation attitude is the provision and use of communication facilities or devices, such as cell phones, laptops in the online learning process. During online lectures, students used the Zoom Meeting application, students take advantage of learning facilities in the form of:

1. Own cell phone (HP) with an achievement level of 91.78% with an average value of 4.6 which belongs to the very good category.
2. Cell phones (HP) and Laptops themselves with an achievement level of 69.18% with an average value of 3.9 which are included in the good category.
3. Borrowed Mobile and Laptop with an achievement rate of 83.56% with an average value of 4.19 which are classified in the good category.
4. Friends' cell phones and laptops with an achievement level of 22.6% with an average value of 2.28 belonging to the poor category.

The data described above is sufficient to give an overall picture that online lectures during the covid-19 pandemic can provide opportunities for students to display *Fameta Bahulu's* participation in the form of facial appearances, use of clothing, and online learning facilities that have an impact on motivation study at FIP UNIMED.

The findings are a reaffirmation that the involvement of students in learning is one of the factors that must be considered if the learning objectives are to be achieved optimally. If this participation is not paid attention to, then students will display some attitudes that are actually not justified both during offline and online learning. During the learning process, it is appropriate for educators (teachers/lecturers) and students (students/students) to be in an atmosphere that knows each other, no one pretends or is indifferent to one another. The findings of this study indicate that there are nine points displayed or experienced by students during online learning during the Covid-19 Pandemic, which are classified as *Fameta Bahulu* Participation, which has made them unable to show their physical appearance directly. The appearance that there is only part of the body, especially the face. And even only the face image or the student's initial name that appears on the monitor layer. This is certainly a concern of

various parties who are directly involved in the learning process. It is necessary to analyse strategies that can help students not or reluctant to display these nine *Fameta Bahulu* Participation behaviours.

4 Conclusion

Based on the results of the study, it can be concluded according to student experience; 1) The attendance rate of students in online-based lecture activities via Video conference (Vicon) during the Covid-19 Pandemic at FIP UNIMED is 100 percent with an average value of 4.93, 2) The participation of *Fameta Bahulu* by students at every online-based lecture activity via Video conference (Vicon) during the Covid-19 Pandemic Period at FIP UNIMED is high on the grounds: (a) The network is disrupted as much as 55.48% which is classified in the bad good category (NR3.52), (b) Lecturers did not give the opportunity to ask and/or answer questions related to lecture material as many as 26.71% which were classified in the poor category (NR 2.68), (c) Already made in Chat "sorry sir, I'm off cam and still will listen as much as 23.97% which is classified in the bad category (NR 2.52), (d) There are other activities that cannot be avoided at the same time as much as 14.38% which is classified in the very bad category (NR 2.42), (e) The assumption is not the lecturers saw all the faces of students when there was a presentation of material with power point on the layer as many as 13.01 % which belonged to the very poor category (NR 2.32), (f) Must do t assignments from other courses that have not been completed are 9.59% which are classified in the very bad category (NR2.3), (g) 8.9% less interesting teaching methods, which are classified in the bad category (NR2.1), (g) Presentation of material that is less useful is 8.9%, which is classified in the very bad category (NR1.56), (h) There is an opportunity to do other course assignments as much as 8.22%, which is classified in the very bad category (NR 1.8), (i) Lack of preparation for attending lectures as much as 6.85%, which is classified in the category of very poor grades, (NR1.65), and (j) having a better background as much as 8.9%, which is classified in the category of not good (NR 1.83) and 3). The impact of *Fameta Bahulu's* participation in online-based lecture activities via Video conference during the Covid-19 Pandemic Period on student learning motivation at FIP UNIMED is quite significant, but on the achievement of the Grade Point Average (GPA) the impact is less significant with the correlation coefficient only reaching -0.041 which means that there is no positive and significant correlation.

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