

# E-Learning During Covid-19 Pandemic

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**Abstract.** The traditional learning method has been interrupted by the Covid-19 Pandemic, but a strategy is required to solve these questions. Online learning is a viable option for resolving this problem. The aim of this study was to get a summary of how online learning was implemented in the English Education Study Program at Faculty of Teacher Training and Education University of Muhammadiyah Enrekang in order to combat the spread of covid-19 in tertiary institutions. The test participants were members of the English Education Study Program. Data was collected by interview via zoom cloud meeting. The interactive analysis technique of Miles and Huberman was used to analyze the data. The findings revealed that: students also have the basic facilities required to participate in online learning; online learning is flexible in its implementation and may encourage independent learning and motivation to be more involved in learning; and distance learning encourages the emergence of social distancing behavior and minimizes the appearance of student crowds, making it a more effective method of learning. Weak monitoring of students, lack of signal power in distant regions, and heavy quota fees are obstacles to online learning. Other benefits of online learning include increased independence, curiosity and inspiration, and the courage to propose ideas and concerns.

**Keywords:** E-learning, Covid-19, Pandemic.

## 1 Introduction

The Covid-19 epidemic, which has spread to 215 countries, poses unique challenges for educational institutions, especially universities. To combat it, the government has banned crowding, social and physical distance, goggles, and hand washing at all times. Via the Ministry of Education and Culture, the Government has barred universities from carrying out face-to-face (conventional) lectures and ordered lectures or online learning (Kemendikbud Dikti Circular Letter No.1 of 2020). Higher education organizations are encouraged to provide educational or on-line courses (Firman, F., & Rahayu, S., 2020).

Almost all universities, including Muhammadiyah Enrekang University, reacted quickly to government orders by releasing a letter of instruction on preventing the spread of the corona virus disease (Covid-19) in the Muhammadiyah Enrekang University setting. One of the advice in the circular is to use online learning. In Indonesia, approximately 100 universities have introduced online learning in preparation for the spread of Covid-19 (CNNIndonesia, 2020).

WHO has issued an appeal to avoid gatherings that might lead people to assemble in order to deter the spread of Covid-19. As a result, face-to-face instruction with a significant number of students is evaluated for application. Physical interaction with students and lecturers, as well as between students and students, must be avoided during lectures. Milman (2015) claims that the

usage of digital media will allow students and lecturers to complete the learning experience even though they are in separate locations.

Online learning is a kind of lecture that could be used as a workaround during the Covid-19 pandemic. Moore, Dickson-Deane, and Galyen (2011) define online learning as learning that takes place over the internet, with access, connectivity, flexibility, and the ability to generate various types of learning interactions. The research reported by Zhang et al., (2004) indicates that the usage of the internet and multimedia technologies is able to transform the way of conveying information and can be an alternative to learning carried out in conventional classrooms. Online learning is defined as learning that uses the internet to bring students and lecturers together to conduct learning interactions (Kuntarto, E.) (2017). At the application stage, online learning necessitates the usage of mobile devices such as smartphones, Android phones, notebooks, computers, tablets, and iPhones that can access knowledge at any time and from any place (Gikas & Grant, 2013). During the WFH era, higher education required to strengthen online learning (Darmalaksana, 2020). Since the last few years, online learning has become a popular educational option (He, Xu, & Kruck, 2014) In the age of the fourth industrial revolution, online learning is needed (Pangondian, RA, Santosa, PI, & Nugroho, E., 2019).

The usage of mobile devices in educational facilities, particularly the achievement of distance learning targets, has made a significant contribution (Korucu & Alkan, 2011). The introduction of online learning may also be aided by the usage of various media. Online schools, for example, use Google Classroom, Edmodo, and Schoology (Enriquez, 2014; Sicat, 2015; Iftakhar, 2016), as well as instant messaging apps like WhatsApp (So, 2016). And social networking sites like Facebook and Instagram can be used to read online (Kumar & Nanda, 2018). Students use online learning to engage with learning services (databases, experts/professors, libraries) that are geographically distant or even far away but can chat, interact, and collaborate (directly/synchronously and indirectly/asynchronously). Online learning is a kind of distance education that makes use of telecommunications and information technologies, such as the internet and CD-ROOM (Molinda, 2005). The aim of this research was to get a summary of online learning in the English language education study program at University of Muhammadiyah Enrekang's Faculty of Teacher Training and Education during the Covid-19 pandemic.

## **2 Research Methods**

Qualitative analysis is the term for this kind of study. The aim of this research is to explain online learning at University of Muhammadiyah Enrekang's English Education Study Program, Faculty of Teacher Training and Education, in an attempt to stop the spread of Covid-19 in higher education. In this study, online learning is described as learning that takes place by the use of learning media that can be accessed through internet services. The study began with a survey of students to see how they felt about the use of online learning. The survey is circulated to students through WhatsApp messaging using a Google form. The distributed survey has received responses from 150 students. The survey respondents were then categorized into three categories: (1) comply with the use of online learning; (2) disagree with the use of online learning; and (3) have doubts regarding the use of online learning.

Students from the English Education Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Enrekang, who had participated in online learning, were divided into groups based on their responses. There were 20 study subjects: 8 students

from the class of 2017, 6 students from the class of 2018, and 6 students from the class of 2019. There were ten males and ten females in the class. Telephone interviews and/or Zoom cloud meetings were used to gather information. The following topics are included in the interview: (1) student services and resources for online learning; (2) student reactions to the feasibility of online learning; and (3) the use of online learning to crack the chain of Covid-19 distributed in tertiary institutions. The study data was analyzed using Miles & Huberman's (1994) review model, which consists of three stages: data reduction, data showing, and hypothesis drawing and verification.



**Fig. 1.** The stages of research data analysis.

The data reduction stage in study data analysis is the stage of gathering all of the details required from the interview reports and then grouping the data. The data show stage involves exposing data that is needed for analysis but should not be discarded. The period of analyzing study evidence in order to draw hypotheses based on the phenomenon observed is known as the withdrawal and hypothesis checking stage (Miles, M. B., & Huberman, M., 1994).

### 3 Results and Discussions

1. Students have the resources to engage in online learning.

The growth of information and communication technologies (households now have computers) has influenced the rise in internet usage in Indonesia (BPS, 2019). This information is important to study findings that show that, although some students do not have computers, nearly all students have access to a device. According to a poll, 54 people possess both smartphones and tablets, while 42 people just own smartphones.

Students' academic results may be improved by using smartphones and tablets in online learning (2018 there were 62.41 percent of Indonesians owning cell phones and Rahadian, D., 2017). Anggrawan, A., 2019. Anggrawan, A., 2019. Anggrawan, A., 2019. Anggrawan, A., According to Pangondian, R. A., Santosa, P. I., and Nugroho, E. (2019), there are many benefits to using knowledge and communication technologies to incorporate online learning, including the fact that it is not limited by room or time. Many research on the usage of serpti systems for smartphones and laptops in learning have been conducted. Students can pursue online learning more easily with smartphones and laptops (Kay & Lauricella, 2011; Gikas & Grant, 2013; Chan, Walker, & Gleaves, 2015; Gokfearslan, Mumcu, Halaman, & £ evik, 2016). Where there are more than 20 students, online learning via Zoom cloud meetings has the benefit of allowing students to engage directly with lecturers as well as instructional resources, but it has the downside of being inefficient and ineffective (Naserly, M. K., 2020).

Furthermore, the affordability of internet services is a problem for online learning; certain students utilize wireless services, although only a limited percentage use WiFi. Students move to

their hometowns after University of Muhammadiyah Enrekang implements an online learning policy. When they are in their respective places, they have trouble getting a cellular signal, even though the signal they can receive is really small. In the application of online learning at University of Muhammadiyah Enrekang, this is a difficulty in and of itself. When internet connections are inadequate and lecturer lessons are badly received by pupils, online learning has flaws (Astuti, P., & Febrian, F., 2019).

Another issue is the financial restriction that comes with online learning. Students reported that they had to spend a large sum of money to purchase internet data quota in order to participate in online learning. According to them, video conferencing learning has absorbed a large amount of data quota, while online conversations through instant messaging applications do not. Students pay between Rp. 100,000 and Rp. 200,000 a week on average, based on the cellular service they choose. The cost of using video conferencing for online learning is quite high (Naserly, M. K., 2020).

Although the use of devices can help with online learning, there are some drawbacks that must be considered and anticipated, such as excessive device use. They admit that students use gadgets for social networking and YouTube viewing in addition to studying. Social networking has made its way into the lives of young adults (Lau, 2017). Students use social media to express themselves, form friendship networks, and share their thoughts (Kim, Wang, & Oh, 2016). Unfortunately, many individuals have become hooked to computers as a result of their frequent use (Waslh, White & Young, 2007). Owing to the use of social media while learning, it is important to be concerned with the inclusion of false and inattentive content (Siddiqui & Singh, 2016). Furthermore, students who are addicted to electronic devices face academic and social difficulties (Kwon et al., 2013). Students who are addicted to gadgets have emotional and behavioral issues.

## 2. Effectiveness of online learning

Online learning is being conducted at University of Muhammadiyah Enrekang in English Education Study Program, Faculty of Teacher Training and Education, in an attempt to crack the chain of Covid-19 spread by utilizing learning apps that can be accessed through the internet network. Students are mostly pleased with the flexibility of studying.

Students may attend lectures from their homes or elsewhere for online learning since they are not bound by time or place. Lectures are delivered by interactive classrooms that can be viewed anywhere and at any moment, regardless of time or place, with online learning. This requirement requires students to select which classes they want to take and which tasks they choose to do first. Sun et al., (2008) found that in online learning, the versatility of time, learning methods, and location has an effect on student satisfaction with learning.

Students feel more relaxed sharing thoughts and concerns in online learning, according to the study's specific research findings. While they train at home, they are less likely to be subjected to the social pressures that they would face if they were learning in a classroom. The absence of the lecturer, either consciously or indirectly, makes students feel less self-conscious about sharing their thoughts. When there are no physical walls, as well as no room or time restrictions, students are more relaxed interacting (Sun et al., 2008). Furthermore, online learning reduces clumsiness, allowing students to easily share their concerns and suggestions.

Online learning often has the benefit of encouraging self-directed learning. Learning freedom can be improved with the usage of web apps (Oknisih, N., & Suyoto, S., 2019). According to Kuo et al., (2014), online learning is more student-centered, allowing students to develop accountability and accountability in their learning (learning autonomy). Learning online necessitates students preparing their own learning, evaluating, organizing, and

maintaining confidence when doing so (Sun, 2014;).

The complexities in online learning are unique. When it is implemented, the location of independent students and lecturers prevents lecturers from actively supervising student practices during the learning phase. There's no promise that students pay attention to what lecturers have to say. Students fantasized more often in online lectures than in face-to-face lectures, according to Szpunar, Moulton, and Schacter (2013). As a consequence, it is advised that online learning be completed in a limited amount of time, as students find it challenging to concentrate if online lectures continue more than one hour (Khan., 2012).

The study's findings also revealed that a number of students struggled to interpret the lecture materials offered online. The majority of teaching resources are provided in the context of difficult-to-understand reading (Sadikin, A., & Hakim, N., 2019). They believed that the content and tasks were insufficient and that the lecturers would need to have direct descriptions.

According to Garrison & Cleveland-Innes (2005) and Swan (2002), classes where the lecturer often enters the classroom and provides explanations result in greater learning than classes where the lecturer seldom enters the classroom and provides explanations.

### 3. The spread of Covid-19 in higher education is reduced by online learning.

The Covid-19 outbreak is a form of outbreak that has a very large and fast spread. The human immune and respiratory systems are being attacked by this outbreak (Rothan & Byrareddy, 2020). This disease can be avoided by preventing close contact with sick individuals and people who are at risk of contracting the corona virus (Caley, Philp, & McCracken, 2008). Adjusting the gap and physical touch that has the potential to transmit the infection is termed social distancing (Bell et al., 2006).

University of Muhammadiyah Enrekang has introduced online learning guidelines in order to combat the spread of Covid-19 in the campus environment. Lectures are delivered using the internet, making it possible for lecturers and students to communicate digitally. Lecturers should create instructional resources that students can view from anywhere and at any time. According to Bell et al. (2017), online learning allows people to interact over the internet even if they are in different locations (Arzayeva, et al., 2015). The presence of lecturers and students in separate locations during instruction reduces physical interaction and may promote social distancing behaviour. According to Stein (2020), social distancing is a safe way to stop Covid-19 from spreading.

Students and lecturers will now deliver classes from the comfort of their own homes thanks to the introduction of online learning. Students can view lecture resources and submit the lecturer's assignments without needing to meet on campus. This intervention will help to prevent crowding on campus, which can occur during face-to-face lectures. While the World Health Organization (WHO) advises keeping a safe distance to avoid the spread of Covid-19, the introduction of online learning is showing a different pattern in rural areas with poor internet connectivity. Students who live in areas with poor internet signals may search for specific areas such as hills and sub-districts that can be accessed via internet connectivity to cope with this issue.

## 4 Conclusions

The English Education Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Enrekang uses online learning as a solution for integrating learning in order to crack the chain of spreading CS as Covid-19 in higher education. The findings revealed that students had the necessary resources and technology to engage in online learning. Online learning is efficient in that it enables lecturers and students to engage in interactive classrooms that can be viewed from anywhere at any time. Students may research individually and become more motivated by online learning. However, there are certain flaws, such as the fact that student online learning is not well monitored throughout the process. Online learning faces obstacles such as poor internet signal and high quota costs. Online instruction, on the other hand, has the potential to limit the spread of Covid-19 in universities.

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