Evaluation of Online Student Learning During the Covid-19 Pandemic (Case Study in Development Economics Study Program, Faculty of Economics, UNNES)

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Abstract. Restrictions on activities to minimize the spread of the virus have a huge impact on community activities, including teaching and learning activities. There are many obstacles, such as the difficulty in finding good internet signals by students in remote villages, boredom of learning at home, lecturers who only gave PPT without explaining again and others. These obstacles certainly have an impact on student achievement and somewhat shift the conventional learning process. In addition, most of student's achievement has also decreased due to the lack of convenience in virtual learning. The objectives of this research were to identify the obstacles learning experienced in the Development Economics Major during the COVID-19 pandemic, and evaluate learning activities in the Development Economics Study Program during the COVID-19 pandemic. The research method used was descriptive qualitative analysis, while the data were taken from primary data. The primary data were obtained by conducting interviews using questionnaires with students, and lecturers as the respondents. The results showed that the majority of obstacles faced by students and lecturers in online learning was mainly due to the weak signal or inadequate internet. This was because some students live in areas with poor signal, and the limited internet quota they had. Hence, it is necessary to provide interesting learning techniques so as not to cause boredom for both students and teaching staffs.

Keywords: Evaluation, Learning, Online, Covid-19 Pandemic

1 Introduction

At the end of 2019, the world was shocked by a Corona virus. This infectious disease attacks respiratory organs and has caused a pandemic. The spread of this virus is through droplets (splashes of saliva) produced by an infected person by coughing, sneezing, or exhaling (World Health Organization, 2020). A person can be infected by touching a surface that is contaminated with the corona virus and touching the eyes, nose, or mouth.

To prevent the transmission of this virus, the Government has implemented Social Distancing (social restrictions/maintaining distance). This social restriction is a series of non-pharmaceutical intervention measures to prevent the spread of disease by maintaining physical distance between one person and another. Social restrictions will reduce the possibility of contact between uninfected people and the infected people so as to minimize disease transmission (World Health Organization, 2020). Social distancing in each country is different.

In the United States and the United Kingdom, the distance is 2 meters. In Australia it is recommended to keep a distance of 1.5 meters, while in France or Italy it only requires 1 meter. For Indonesia itself, the government applies a minimum of 1 meter in maintaining distance.

In Indonesia, there is no lockdown, but Large-Scale Social Restrictions (PSBB). That policy are restrictions on certain activities in an area suspected of being infected with a disease and/or contaminated with a disease to prevent the possibility of its spread. The restrictions made contribute a huge impact on community activities, including teaching and learning activities. All schools, including elementary schools, junior high schools, high schools, and campuses are temporarily closed, while all students study from home virtually.

Surely, this relatively new activity, namely virtual lecture, is something new for the world of education [1]. Many obstacles occur such as difficulty in accessing internet signals for students in remote villages, boredom of learning from home, lecturers who only gave PPT without explaining again and others. These obstacles certainly have an impact on student achievement and somewhat shift the conventional learning process. Most of student's achievement has decreased due to the lack of convenience in virtual learning. Based on the description above, the problems faced in the learning process are various obstacles students and teaching staff face during the COVID-19 pandemic. Therefore, the objectives of this research were to identify various obstacles faced by students and also teaching staff during the learning process during the covid-19 pandemic and find the best solution for all the obstacles faced during the learning period during the COVID-19 pandemic. The urgency of this research for the study program is that the findings of this which outcome on minimum criteria by KKNI or Indonesian Qualification Framework graduates and have equality with the qualification level at KKNI [2][3].

Graduate Competency Standards are used as the main reference for developing 7 higher education standards, including content, process, assessment, lecturers and education staff, facilities and infrastructure, management, and financial standards. The characteristics of the learning process to achieve graduate CP must be interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered. Learning Process Planning is prepared for each subject and presented in a semester learning plan (RPS) or other terms determined and developed by a lecturer independently or together in a group of expertise in a field of science and/or technology in the study program. The roadmap of this research was started by identifying various problems or obstacles faced by students and lecturers in the learning process, then looking for the best solution for all existing obstacles and problems, and evaluating all learning activities that have taken place. Lastly, solutions were taken in accordance to the learning objectives.

2 Method

This research was a qualitative descriptive study, namely research that does not test hypotheses [4]. It was focused on formulating learning process strategies in the Development Economics Study Program during the pandemic in terms of inputs, processes and outputs. The data used were qualitative. Qualitative data are data that cannot be measured on a numerical scale. They are more in-depth towards any phenomenon or findings in research. The analytical technique used to determine the best solution for all the obstacles faced during the learning period during the COVID-19 pandemic was SWOT strategy analysis technique. SWOT analysis is a strategic planning method used to evaluate strengths, weaknesses, opportunities, and threats

in a project or business venture, product lines, and even competitors. The business objectives are determined or identify the object to be analyzed to do analysis. Strengths and weaknesses are grouped into internal factors, while opportunities and threats are identified as external factors. According to Pearce and Robinson, SWOT is a reflection of the company's environment.

3   Results and Discussion

In responding to the COVID-19 pandemic, the Ministry of Education and Culture of the Republic of Indonesia encourages the implementation of online learning in accordance with the Ministry of Education and Culture's policy in the Circular Letter of the Minister of Education and Culture of the Republic of Indonesia number 3 of 2020 concerning prevention of COVID-19 in Education Units and the Letter of the Secretary-General of the Minister of Education and Culture number 35492/A.A5/HK/ 2020 dated March 12, 2020 regarding the Prevention of the Spread of Covid-19. The pandemic is forcing governments worldwide to think about alternative education processes. Especially in Indonesia, this is supported by Circular Letter Number 4 of 2020 concerning the implementation of educational policies in the emergency period for the spread of coronavirus disease (COVID-19). The principles applied in the policy during the pandemic is "the health and safety of students, educators, education staff, families, and the community is a top priority in setting learning policies" [5][6].

Teachers can use various learning models, while according to Arsyad [7], online learning can be useful for as new paradigm process, especially during this pandemic, which discussion is importance during using online process based on Riyanda et al. [8].

Implementing this new online learning policy has made some lecturers and students unprepared because they have to change the learning system from face-to-face to online which has never been done before. This unpreparedness then raises several problems. The main problem faced by students and teaching staff is the decline in student achievement during online learning. A preliminary survey done to 50 students and 10 lecturers of the Department of Development Economics found that 47.6% of student achievement declined during the covid-19 pandemic.
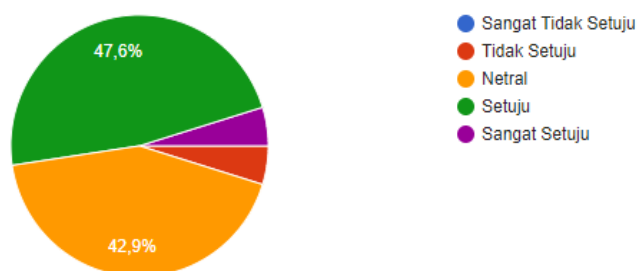
Fig. 1. The Decline in the Achievement of Development Economics Students During Online Learning (Processed Data, 2021)

This happened due to several things. First, there was 71.4% of students and lecturers stated that online learning was very difficult because both lecturers and students of Development Economics were not used to doing online learning activities. In addition, some students whose homes are in rural areas also had a difficulty in getting an internet signal which of course hindered learning activities because this activity relies heavily on internet signals. As many as

42.9% of students majoring in Development Economics stated that their internet connection was poor during online learning.
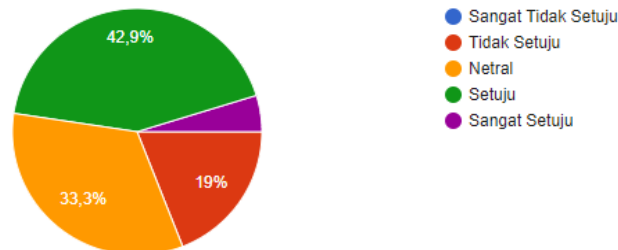

Fig. 2. The Poor Internet Access Experienced by Development Economics Students
(Processed Data, 2021)

Students also complained that online learning activities were less effective. As many as 85.7% of students said online learning during the COVID-19 pandemic in the Department of Development Economics was less effective because students lacked concentration during class. This was proved by the data stating that 81% of students admitted they lacked concentration during online classes.
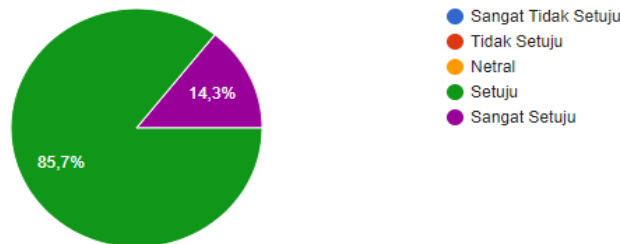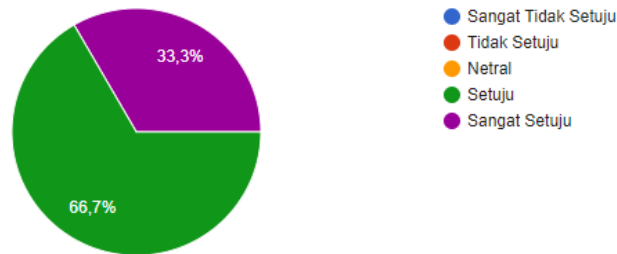

Fig. 3. The Ineffectiveness of Online Learning in the Department of Development Economics
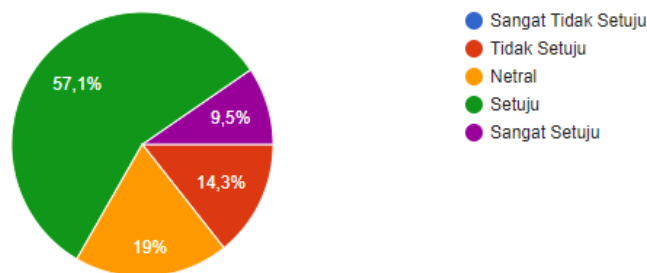(Processed Data, 2021)
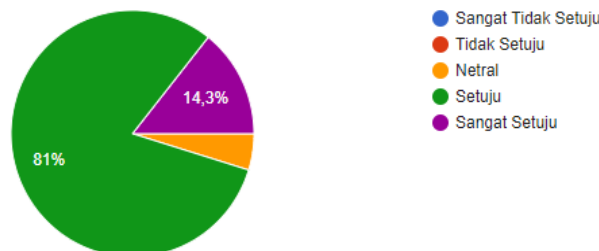
Fig. 4. Lack of Concentration of Development Economics Students during Online Learning
(Processed Data, 2021)

They felt bored with online learning because they kept staring at the laptop screen. Too long staring at the laptop screen caused the eyes of both students and lecturers to become tired. This learning obstacle made students and lecturers not be optimal in learning activities. For more, as many as 66.7% of students and lecturers majoring in Development Economics stated that their eyes were tired when staring at a laptop screen during online learning activities.

Fig. 5. The Percentage of the Eyestrain of Students and Lecturers of Development Economics Department due to Online Learning
(Processed Data, 2021)

The obstacles faced by students and lecturers made it difficult for the students of the Department of Development Economics to catch lessons when online learning took place indicated by their inactivity during learning. Further, the students tended to be quieter during class than during face-to-face lectures. It was proved by the data stating that 57.1% of students of the Department of Development Economics became inactive during this online learning.

Fig. 6. The Inactivity of Development Economics Students During Online Learning
(Processed Data, 2021)

Of the few obstacles faced by lecturers and students majoring in Development Economics, there is a need for solutions and strategies to address these issues so that the academic achievement of students in the Department of Development Economics increases again. Through the SWOT strategy, the present research expected that the Department of Development Economics, Universitas Negeri Semarang can make these changes.

Table 1. Internal Strategy Factors of Development Economics Department

	Internal Strategy Factors	Weight	Rating	Score
	(Strengths)			
A	Learning Media Using Information Technology (ICT)	0.08	3.5	0.28
B	Easy And Flexible Learning Access	0.09	3.8	0.342
C	Cost Saving From Learn From Home	0.09	3.7	0.333
D	More Flexible Time	0.08	3.9	0.312
E	More Innovative Learning With The Support Of Technology, And Accessible Materials From Everywhere	0.08	4	0.32
Total Score Of Strengths			1.587	

Internal Strategy Factors		Weight	Rating	Score
	(Weaknesses)			
F	Expensive Internet Costs	0.04	1.4	0.056
G	Problem Of Internet Connection Strength Due To Different Area Geographical Situation	0.02	1.2	0.024
H	More Tasks Given During Online Learning	0.03	1.5	0.045
I	Unequal Learning Facilities	0.03	1.6	0.048
J	Different Reachability Of Internet Connection In Various Regions	0.05	1.7	0.085
K	Lack Of Knowledge About Technology By The Lecturers And Students			
Total Score Of Weaknesses			0.258	

Table 2. External Strategy Factors of the Department of Development Economics

External Strategy Factors		Weight	Rating	Skor
	(Opportunities)			
I	More Creative Learning	0.08	3.9	0.312
J	The Emergency Of Innovation In Using Learning Media	0.09	3.6	0.324
K	Unlimited Space And Time For Learning	0.08	3.6	0.288
L	Indonesia Education Digital Transformation Acceleration	0.08	3.7	0.296
M	More Open And Critical Thinking Skill Through The Use Of Effective And Interactive Learning Systems	0.08	3.9	0.312
Total Score Of Opportunities			1.532	
	(Threats)			
R	Less Complete Facilities Owned By Students And Lecturers	0.05	1.2	0.07
S	Less Optimal Learning Due To No Other Devices Used By Students Than Phone	0.06	1.1	0.078
T	Less Experience Of Online Learning Implementation By The Campus Before The Covid-19 Pandemic	0.05	1.6	0.055
U	Technological Inequality Between Educational Institutions In Big Cities And Rural Areas	0.07	1.8	0.084
V	Inefficient Because Of A Number Of Obstacles	0.06	1.6	0.078
Total Score Of Threats			0.365	

(Processed Data, 2021)

The recapitulation results show that the internal strategy factor value was positive. Thus, the right strategies that can be done by the Department of Development Economics to improve student academic achievement in the Department of Development Economics are first, lecturers at the Department of Development Economics need to use online learning media that are more attractive and time efficient so that students are able to capture material well and not get bored easily. Second, students are free to explore lecture material by bringing up various innovations from the openness of digitalization. Third, access to learning must be made easier because learning no longer recognizes the boundaries of space and time. Fourth, lecturers can reduce assignments, but still optimize the learning.

4 Conclusion

The Covid-19 pandemic has paralyzed many activities. It not only plunges the economy, but also reduces the quality of education in Indonesia, especially in universities. Here, there found many obstacles, such as the difficulty of accessing internet signals for students in remote villages, boredom of learning from home, lecturers who only gave PPT without explaining and others. These obstacles certainly have an impact on student achievement and shift the common learning process. Most student achievement has decreased due to the lack of convenience in virtual learning. In this situation, the right strategies that can be done by the Department of Development Economics to improve student academic achievement in the Department of Development Economics are first, lecturers at the Department of Development Economics need to use online learning media that are more attractive and time efficient so that students are able to capture material well and not get bored easily. Second, students are free to explore lecture material by bringing up various innovations from the openness of digitalization. Third, providing easier access to learning because learning no longer recognizes the boundaries of space and time. Lastly, lecturers can reduce assignments but still optimize the learning.

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