THE PHILOSOPHY OF ONLINE LEARNING IN THE COVID-19 ERA

RISNAWATI YUSUF
Department of Basic Education, Postgraduate Program
Gorontalo State University
risnawatiyusuf@ung.ac.id

ABDUL RAHMAT
Department of Basic Education, Postgraduate Program
Gorontalo State University
abdulrahmat@ung.ac.id

RUSMIN HUSAIN
Department of Basic Education, Postgraduate Program
Gorontalo State University
rusmin.husain@ung.ac.id

MOHAMMAD ZUBAIDI
Department of Basic Education, Postgraduate Program
Gorontalo State University

ABSTRACT
The Covid-19 pandemic has disrupted the conventional learning process. So a solution is needed to answer these problems. Online learning is an alternative that can solve this problem. The research objective was to obtain an overview of the implementation of online learning in the Gorontalo State University Basic Education Study Program as an effort to suppress the spread of covid-19 in tertiary institutions. The research subjects were students of the Basic Education Study Program. Data were collected by interview via zoom cloud meeting. Data analysis was performed using the interactive analysis technique of Miles & Huberman. The results showed that: (1) students already have the basic facilities needed to take part in online learning; (2) online learning has flexibility in its implementation and is able to encourage independent learning and motivation to be more active in learning; and (3) distance learning encourages the emergence of social distancing behavior and minimizes the appearance of student crowds so that it is considered to reduce the potential for the spread of Covid-19 in tertiary institutions. Weak supervision of students, lack of strong signals in remote areas, and high quota fees are challenges in online learning. Increasing independent learning, interest and motivation, courage to present ideas and questions are other advantages of online learning.

INTRODUCTION
The 2019 corona virus disease (Covid-19) outbreak which has hit 215 countries in the world, presents its own challenges for educational institutions, especially universities. To fight Covid-19, the Government has prohibited crowding, social distancing and physical distancing, wearing masks and always washing hands. Through the Ministry of Education and Culture, the Government has prohibited tertiary institutions from carrying out face-to-face (conventional) lectures and ordered to hold lectures or learning online (Kemendikbud Dikti Circular Letter No.1 of 2020). Universities are guided to be able to hold online or online learning (Firman, F., & Rahayu, S., 2020). Not a few universities have quickly responded to government instructions, including the Gorontalo State University (UNG) by issuing a letter of instruction on preventing the spread of the corona virus dieseaase (Covid-19) in Gorontalo State University. In the circular, there are 10 points and one of them is a recommendation to implement online learning (Yandwiputra, 2020). There are around 65 universities in Indonesia that have implemented online learning in anticipation of the spread of Covid-19 (CNNIndonesia, 2020).
Jamaluddin, D., Ratnasih, T., Gunawan, H., & Paujiah, E. (2020) stated that online learning has its own strengths, challenges and obstacles. To prevent the spread of Covid-19, WHO has appealed to stop events that

can cause crowds to gather. Therefore, face-to-face learning that gathers a large number of students in the class is reviewed for implementation. Lectures must be held in a scenario that can prevent physical contact between students and lecturers and students and students (Firman, F., & Rahayu, S., 2020). According to Milman (2015) the use of digital technology can allow students and lecturers to carry out the learning process even though they are in different places. The form of lectures that can be used as a solution during the Covid-19 pandemic is online learning. Online learning is learning that uses internet networks with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions. Research conducted by Zhang et al., (2004) shows that the use of the internet and multimedia technology is able to change the way of conveying knowledge and can be an alternative to learning carried out in traditional classrooms. Online learning is learning that is able to bring together students and lecturers to carry out learning interactions with the help of the internet (Kuntarto, E. (2017).

At the implementation level, online learning requires the support of mobile devices such as smartphones or android phones, laptops, computers, tablets, and iphone which can be used to access information anytime and anywhere (Gikas & Grant, 2013). Higher education during the WFH period needed to carry out strengthening of online learning (Darmalaksana, 2020). Online learning has become a demand for education since the last few years. Online learning is needed in learning in the era of industrial revolution 4.0 (Pangondian, RA, Santosa, PI, & Nugroho, E., 2019). The use of mobile technology has a big contribution in educational institutions, including the achievement of distance learning goals (Korucu & Alkan, 2011). Various media can also be used un to support the implementation of online learning. For example, virtual classes use Google Classroom, Edmodo, and Schoology services (Enriquez, 2014; Sicat, 2015; Iftakhar, 2016), and instant messaging applications such as WhatsApp (So, 2016). Online learning can even be done through social media such as Facebook and Instagram. Online learning connects students with learning resources (databases, experts / instructors, libraries) that are physically separated or even far apart but can communicate, interact or collaborate (directly / synchronously and indirectly / asynchronously). Online learning is a form of distance learning that utilizes telecommunications and information technology, for example the internet, CD-ROOM (Molinda, 2005). The purpose of this study was to obtain an overview of online learning in the Gorontalo State University Elementary Education Study Program during the Covid-19 pandemic.

RESEARCH METHODS

This type of research is qualitative research. The purpose of this study is to describe online learning held in the Gorontalo State University Primary Education Study Program as an effort to suppress the chain of Covid-19 spread in the tertiary environment. Online learning referred to in this research is learning that uses learning media that can be accessed using internet services. The research was conducted by first conducting a survey to students regarding the application of online learning. The survey was distributed using a google form given to students via WhatsApp messages. There are 16 subjects who have responded to the distributed survey. The survey results were then grouped into three categories of student responses: (1) Agree with the application of online learning; (2) Disagree with the application of online learning; (3) Doubt about the implementation of online learning.

The research subjects were students of the Elementary Education Study Program, Gorontalo State University, who had implemented online learning, and were grouped based on the response of the research subject. 12 research subjects were obtained, 4 students from class 2017, 4 students from class 2018, and 4 students from class 2019, 8 students were male and 4 students were female. The data was collected through telephone interviews and / or zoom cloud meetings. The aspects that are asked in the interview are: (1) the facilities and infrastructure owned by students to carry out online learning; (2) Student responses regarding the effectiveness of online learning; (3) Implementation of online learning in breaking the chain of Covid-19 spread in tertiary institutions. Analysis of research data was carried out using the analysis model of Miles & Huberman (1994) which consists of three stages, namely data reduction, data display, and conclusion drawing and verification.

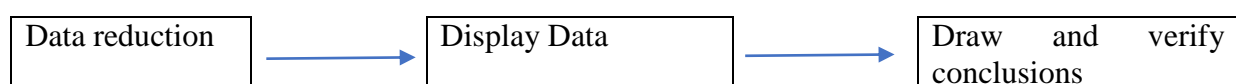| Data reduction | → | Display Data | → | Draw and verify conclusions |

Figure 1: Stages of research data analysis

Analysis of research data, the data reduction stage is the stage of collecting all the information needed from the interview results and then grouping the data. The data display stage is the exposure of data that is needed in research and that does not need to be discarded. The withdrawal and conclusion verification stage is the stage of interpreting research data to draw conclusions based on the phenomena obtained (Miles, M. B., & Huberman, M., 1994).

RESULTS AND DISCUSSION

1. Students have adequate facilities to carry out online learning

The increase in internet use in Indonesia is influenced by developments in information and communication technology (Rahadian, D., 2017). In 2018, 62.41% of Indonesia's population owned a cell phone and 20.05% of households had a computer at their home (BPS, 2019). This data is relevant to the research results which show that although there are students who do not have laptops, almost all students already have smartphones. A survey that has been conducted reports that 16 people have smartphones and laptops. The use of smartphones and laptops in online learning can improve student learning outcomes (Anggrawan, A., 2019).

Pangondian, R. A., Santosa, P. I., & Nugroho, E. (2019) stated that there are many advantages to the use of information and communication technology in the implementation of online learning, including that it is not bound by space and time. Many studies have been conducted that examine the use of devices such as smartphones and laptops in learning. The ability of smartphones and laptops to access the internet helps students to take part in online learning. The use of online learning using zoom cloud meetings has the advantage of being able to interact directly between students and lecturers as well as teaching materials but has the disadvantage of wasteful quotas and less effective if more than 20 students (Naserly, M. K., 2020). Furthermore, the challenge of online learning is the availability of internet services. Some students access the internet using cellular services, and a small proportion use WiFi services. When the online learning policy is implemented at Gorontalo State University, students return to their hometowns. They experience cellular signal difficulties when in their respective areas, even if there is a signal they get is very weak. This is a challenge in itself in the application of online learning at the University.

Online learning has weaknesses when internet services are weak, and lecturer instructions are poorly understood by students (Astuti, P., & Febrian, F., 2019). Another challenge faced is the constraint in financing online learning. Students revealed that to take part in online learning, they had to pay quite a fortune to buy internet data quota. According to them, learning in the form of video conferencing has consumed a lot of data quota, while online discussions via instant messaging applications do not require much quota. On average, students spend Rp. 100,000 to Rp. 200,000 per week, depending on the cellular provider used. The use of online learning using video conferencing is quite expensive (Naserly, M. K., 2020). Although the use of devices can support online learning, there are negative impacts that need attention and anticipated, namely excessive use of devices. They admit that in addition to learning, students also use devices for social media and watching YouTube. Social media has entered the realm of early adult life (Lau, 2017). Students access social media for self-expression, build networks of friendship and opinion. Unfortunately, many people are addicted to devices due to overuse. It is necessary to worry about the inclusion of misleading and inattentive information during learning due to playing social media (Siddiqui & Singh, 2016). In addition, students who are addicted to devices have academic and social problems. Students who have gadget addiction have emotional and behavioral problems (Asif, A. R., & Rahmadi, F. A., 2017).

2. Effectiveness of online learning

Online learning carried out at the Gorontalo State University Basic Education Study Program in an effort to break the chain of the spread of Covid-19 using learning applications that can be accessed on the 219 internet network. Overall, students are satisfied with flexible learning. With online learning, students are not constrained by time and place where they can attend lectures from their own homes or from anywhere. With online learning, lecturers provide lectures through virtual classes that can be accessed anywhere and anytime, regardless of time and space. This condition allows students to freely choose which courses to take and which assignments to do first.

Research by Sun et al., (2008) informs that the flexibility of time, learning methods, and place in online learning has an effect on student satisfaction with learning. It was found that the unique research results from

this study were that students felt more comfortable in putting forward ideas and questions in online learning. Taking part in learning from home made them less likely to feel the psychological pressure from the peers that they usually experience when taking face-to-face learning. The absence of the lecturer in person or physically also causes students to feel comfortable in expressing ideas. The absence of physical barriers as well as space and time limitations cause students to be more comfortable in communicating (Sun et al., 2008). Furthermore, online learning eliminates feeling awkward, which in turn makes students dare to express questions and express ideas freely. Online learning also has the advantage of being able to foster self-regulated learning. The use of online applications can increase learning independence (Oknisih, N., & Suyoto, S., 2019). Kuo et al., (2014) stated that online learning is more student-centered which causes them to be able to bring up responsibility and autonomy in learning (learning autonomy). Learning online requires students to prepare their own learning, evaluate, organize and simultaneously maintain motivation in learning (Sun, 2014; Aina, M., 2016). Sobron, A. N., & Bayu, R. (2019) stated that online learning can increase students' interest. Online learning has special challenges, the location of separate students and lecturers when implementing it causes lecturers to not be able to directly supervise student activities during the learning process. There is no guarantee that students really listen to lecturers' reviews.

Szpunar, Moulton, & Schacter, (2013) reported in their research that students fantasized more frequently in online lectures than in face-to-face lectures. Therefore it is suggested that online learning should be held in a short time, considering that students find it difficult to maintain their concentration if online lectures are held for more than one hour (Khan., 2012). The results of the study also reported that not a few students had difficulty understanding the lecture material provided online. Teaching materials are usually delivered in the form of reading that is not easily understood by students (Sadikin, A., & Hakim, N., 2019). They assumed that the material and assignments were not sufficient because they needed direct explanations by the lecturers. Garrison & Cleveland-Innes (2005) and Swan (2002) reported that classes where the lecturers often attend and provide explanations provide better learning than classes where the lecturers rarely attend and provide explanations.

3. Online learning breaks the chain of Covid-19 Spread in Higher Education

The Covid-19 outbreak is a type of outbreak that has a very high and rapid spread. This epidemic attacks the human immune and respiratory systems (Rothan & Byrareddy, 2020). Prevention of this outbreak is carried out by avoiding direct interaction of infected people with people who are at risk of being exposed to this corona virus (Caley, Philp, & McCracken, 2008). Regulating distance and physical contact that has the opportunity to spread the virus is called social distancing. With various efforts to suppress the chain of Covid-19 spread in the campus environment, Gorontalo State University applies online learning rules. Lectures are conducted using the internet, making it easier for lecturers and students to interact online. Lecturers can make teaching materials that can be accessed by students anywhere and anytime.

According to Bell et al., (2017) online learning allows interaction via the web even though they are in far and different places. The existence of lecturers and students who are in different places during learning eliminates physical contact and is able to encourage social distancing behavior. According to Stein (2020) doing social distancing as a good solution to prevent the spread of Covid-19. Implementation of online learning allows students and lecturers to carry out lectures from their respective homes. Students can access lecture materials and send assignments given by the lecturer without having to meet physically on campus. This action can reduce the emergence of crowds on campus as happened in face-to-face lectures. WHO (2020) recommends that maintaining distance can prevent transmission of Covid-19. Unfortunately, in areas that are remote and do not have good internet access, the implementation of online learning shows a different trend. In dealing with this condition, students who live in areas with weak internet signals will look for certain areas such as hills and sub-districts to be reached by internet access.

CONCLUSION

In order to break the chain of spreading Covid-19 in higher education, the Gorontalo State University Primary Education Study Program implements online learning as a solution for implementing learning. The results showed that students had the facilities and infrastructure to carry out online learning. Online learning is effective in addressing learning that allows lecturers and students to interact in virtual classes that can be

accessed anywhere and anytime. Online learning can enable students to study independently and increase motivation. However, there are weaknesses that student online learning is not well supervised during the online learning process. Weak internet signal and high cost of quota are challenges in online learning. However, online learning can reduce the spread of Covid-19 in universities.

REFERENCES

1) Anggrawan, A. (2019). Descriptive Analysis of Face-to-Face Learning and Online Learning Outcomes According to Student Learning Styles. MATRIX: Journal of Management, Informatics and Computer Engineering, 18 (2), 339-346. https://doi.org/10.30812/matrik.v18i2.411

2) Asif, A. R., & Rahmadi, F. A. (2017). The relationship between the level of gadget addiction and emotional and behavioral disorders in adolescents aged 11-12 years (Doctoral dissertation, Faculty of Medicine).

3) Astuti, P., & Febrian, F. (2019). Blended Learning Syarah: How Students' Perceptions and Applications. Gantang Journal, 4 (2), 111- 119.

4) Caley, P., Philp, D. J., & McCracken, K. (2008). Quantifying social distancing arising from pandemic influenza. Journal of the Royal Society Interface.

5) Chan, N. N., Walker, C., & Gleaves, A. (2015). An exploration of students' lived experiences of using smartphones in diverse learning contexts using a hermeneutic phenomenological approach. Computers and Education.

6) Darmalaksana, W. (2020). WhatsApp Mobile Lecture. Ushuluddin Faculty of UIN Sunan Gunung Djati Bandung. Enriquez, M. A. S. (2014). Students' Perceptions on the Effectiveness of the Use of Edmodo as a Supplementary Tool for Learning. DLSU Research Congress.

7) Firman, F., & Rahayu, S. (2020). Online Learning Amid the Covid Pandemic 19. Indonesian Journal of Educational Science (IJES), 2 (2), 81-89. Garrison, D. R., & Cleveland-Innes, M. (2005). in Online Learning: Interaction Is Not Enough. American Journal of Distance Education.

8) Gikas, J., & Grant, M. M. (2013). Mobile computing devices in higher education: Student perspectives on learning with cellphones, smartphones & social media. Internet and Higher Education. gikas

9) Jamaluddin, D., Ratnasih, T., Gunawan, H., & Paujiah, E. (2020). Online learning during the Covid-19 pandemic for prospective teachers: barriers, solutions and projections.

10) Iftakhar, S. (2016). GOOGLE CLASSROOM: WHAT WORKS AND HOW? Journal of Education and Social Sciences.

11) Kuntarto, E. (2017). The Effectiveness of Online Learning Models in Indonesian Language Lectures in Higher Education. Indonesian Language Education: Biology Education Scientific Journal Vol. 06, No. 02 (2020), p. 214 - 224 Ali Sadikin. et al. 223 Literature, 3 (1), 99-110. 10.24235 / ileal.v3i1.1820

12) Miles, M. B., & Huberman, M. (1994). Qualitative Data Analysis Second Edition. SAGE Publications. Milman, N. B. (2015). Distance Education. In International Encyclopedia of the Social & Behavioral Sciences: Second Edition.

13) Naserly, M. K. (2020). IMPLEMENTATION OF ZOOM, GOOGLE CLASSROOM, AND WHATSAPP GROUP IN SUPPORTING ONLINE LEARNING IN ADVANCED ENGLISH COURSES (Case Study in 2 Semester 2 Classes, Department of Business Administration, Faculty of Economics and Business, Bina Sa. Aksara Public University, 4 (2)), 155-165.

14) Oknisih, N., & Suyoto, S. (2019). USE OF THE APPLICATION (ONLINE APPLICATION) AS A STUDENT'S LEARNING INDEPENDENCE. In SEMINAR NATIONAL BASIC EDUCATION (Vol. 1, No. 01)

15) Pangondian, R. A., Santosa, P. I., & Nugroho, E. (2019). Factors Affecting the Success of Online Learning in the Industrial Revolution 4.0. In the National Seminar on Computer Technology & Science (SAINTEKS) (Vol. 1, No. 1).

16) Rahadian, D. (2017). Information and communication technology (tick) and learning technology competencies for quality teaching. LEARNING TECHNOLOGY, 2 (1). Rothan, H. A., & Byrareddy, S. N. (2020). The epidemiology and pathogenesis of coronavirus disease (COVID-19) outbreak. Journal of Autoimmunity.

17) Sadikin, A., & Hakim, N. (2019). Development of Interactive E-Learning Media in Welcoming the Industrial Revolution 4.0 in Ecosystem Materials for High School Students. BIODIC, 5 (2), 131-138.

https://doi.org/10.22437/bio.v5i2.7590 Salman Khan. (2012). The One World Schoolhouse. In Hachette Book Group. https://doi.org/10.1111/edth. 12072 Sicat, A. S. (2015). Enhancing College Students' Proficiency in Business Writing Via Schoology. International Journal of Education and Research.

18) Sadikin, A., Johari, A., & Suryani, L. (2020). Development of website-based interactive biology multimedia in the face of the industrial revolution 4.0. Edubiotics: Journal of Education, Biology and Applied Sciences, 5 (01), 18-28.

19) So, S. (2016). Mobile instant messaging support for teaching and learning in higher education. Internet and Higher Education. https://doi.org/10.1016Zj.iheduc.2016.06.001 Stein, R. (2020). COVID-19 and Rationally Layered Social Distancing. International Journal of Clinical Practice.

20) Sobron, A. N., & Bayu, R. (2019). PERCEPTION OF STUDENTS IN THE STUDY OF THE EFFECT OF DARLINESS LEARNING ON THE INTERESTS OF LEARNING Science. SCAFFOLDING: Journal of Islamic Education and Multiculturalism, 1 (2), 30-38.