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Evaluation on the Policy of Using the E-Learning System with Fully Online in the Pandemic-Covid-19 Period

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Nofri Hendri *)

Universitas Negeri Padang, Sumatera Barat, Indonesia.

E-mail: nofrihendri@fip.unp.ac.id

Darmansyah

Universitas Negeri Padang, Sumatera Barat, Indonesia.

E-mail: estigadarman2012@gmail.com

*) Corresponding Author

Abstract: The use of e-learning platforms during the Covid-19 pandemic and in the context of facing the era of the industrial revolution 4.0 is a must in almost all levels of education, especially in universities. Many efforts have been made and implemented in order to apply these demands, for example by developing applications that are expected to help organize the digital learning process. The method used in obtaining information is a quantitative method using an instrument, namely a questionnaire (distribution of questionnaires) through the Google form application. The subjects in this study were UNP students in the Fundamentals of Education course in the July-December 2020 semester. Based on the research results, information was obtained regarding the policy evaluation of the use of a full online (online) e-learning system that could be categorized as good and effective, but it needs to be improved in several parts, for example: effectiveness, content, interaction patterns, understanding of the material, network access, large/expensive data packets when using video conference collaborating with the platform e-learning. The element of effectiveness/efficiency of online learning as many as 23.5% of respondents considered it less effective / efficient, meaning that there were still gaps in the fully online policy implemented by universities in this case, namely UNP.

Keywords: Evaluation; policy; e-learning; covid-19 pandemic.

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INTRODUCTION

The world of education is currently busy with the implementation of e-learning as an online learning method in high estates (Ardiansyah & Diella, 2018; Faslah & Santoso, 2017; Sara et al., 2020). This method has been implemented since the issuance of a policy by the government to reduce the spread of the Covid-19 virus, even in his Instagram account, Joko Widodo as President of Indonesia said that it is time for us to work from home, learn from home and worship from home. Responding to this policy, higher education officials also issued a circular to stop the face-to-face learning process and

instead, learning was carried out by distance or an e-learning system (Bahasoan et al., 2020; Giatman et al., 2020; Sakkir et al., 2021).

This policy is not baseless. It is true that face-to-face lectures are more effective considering not only the knowledge that we can get but in terms of emotional closeness between lecturers and students it is much more focused. But now the situation is different, it's time for us to be trained not to be selfish. Covid-19 is not a virus that can be underestimated, we can only handle this pandemic if all governments and people are willing to work together and the enactment of

e-Learning is one of the solutions, because basically people with infectious diseases or viruses can spread the disease to others (Jochems, Koper, et al., 2004; Jochems, van Merriënboer, et al., 2004; Nagy, 2005).

The application of e-Learning certainly demands readiness for both parties, both lecturers and students, even the government must take part and be responsible for this condition (Adiyarta et al., 2018; Azimi, 2013). Once again "selfishness and cooperation" are being trained now, lest the conditions we should handle critically end up becoming crises and anarchists. Many students and lecturers quipped each other, conveying a boomerang in their minds that were difficult to get rid of. The students argued that they submitted their complaints and aspirations on social media (Abou El-Seoud et al., 2014). Complaining about the large number of lecturers who gave assignments beyond reason without providing teaching materials, as if they were students, but unfortunately these complaints were only limited to criticism on social media without having a good commitment to conveying suggestions and input to related parties, only a handful of people dared to deliberate to find the best solution (Mufidah & Khan, 2020; Saleh et al., 2021).

The lecturers' perspective, not only students who are tired but the lecturers too, they also have to extra-correct the students' assignments and even have to provide reports to the campus as proof that they have really done their assignments, there are even some lecturers who have to learn using learning media (e-Learning) which was previously very foreign to them, is not the least (Alchamdani et al., 2020; Santosa & Devi, 2021). Given that there are still many universities in Indonesia whose technology is still limited. When the lecturers are tired of giving their best, are there students who are lazy when asked to do assignments or have discussions with the excuse that there is no package?

Where there is a will there is a way, when students ask for rights, don't forget to give your obligations. Students must be able

to adjust to the increasingly sophisticated digital era, if online-based lectures alone become a complaint how can students compete in facing this 4.0 Era. And regarding the absence of a network in some areas, this should be a whip for the government. How is it possible that in this very rapidly developing era there are still areas that do not have a network and when things are urgent like this all the confusion. Which sector should be improved first, which causes students and lecturers to compete with each other.

While the government should be able to focus on solving this pandemic problem, there are people who complain about the policies that were given without a solution. Not to mention there are still some people or students who still do not heed the government's advice not to leave the house (Social Distancing). The e-Learning policy is enforced not for holidays but for self-study, self-management (Brown et al., 2007; Rajabalee & Santally, 2021). Students and lecturers are expected to be eyes from both sides, not thinking about their own ego but also thinking about others. In fact, we don't want this condition to happen, but it is the situation that demands and this is where we learn to be mature, especially for students who are agents of change, if the current conditions have become a complaint how can we face the hardships of the world of work. In fact, there is nothing wrong with the online lecture system because the policy is enforced for the benefit of everyone. Let's improve ourselves and evaluate each other's shortcomings without blaming each other so that effective learning is created instead of becoming a shock marketplace for complaints. Every policy has risks and of course there are solutions depending on how we interpret it.

METHOD

The method used in obtaining information is descriptive quantitative with the survey method through the Google form application when online learning activities are taking place. According to Sugiyono (2010) descriptive research is research used to answer the formulation of the problem

concerned with the question of the existence of independent variables, either only on one variable or more. The data analysis technique uses the percentage formula, namely $P = f/N$.

In detail, the methods and data analysis were carried out, namely: 1) Collect the necessary data, such as a list of courses, code section, and time allocation; 2) To be able to access the observation data, the observer uses an academic portal account which incidentally the observer also acts as a lecturer who teaches courses accompanied by a team of other lecturers in the section code specified or described previously; 3) Viewing the lecture syllabus that has been uploaded; 4) See an overview of the learning template and format as well as the content designed by the lecturer concerned; 5) To find out the results of the questionnaire, a questionnaire was made through the Google Form application with the link address: [https://bit.ly/pem\]materi-DIP](https://bit.ly/pem]materi-DIP) which was then distributed to students; 6)

View online learning activities (for example, interactions between lecturers and students and bills / assignments) on the portal; 7) See also the methods and facilities / media / other supporting applications used during online learning.

RESULT AND DISCUSSION

Course Profile

The implementation of learning through the e-learning portal platform at UNP is generally carried out or accessed through the elearning.unp.ac.id portal, elearning2.unp.ac.id, and elearning3.unp.ac.id. Of the three portals, in general the implementation is on the elearning2.unp.ac.id portal. The details of the identity of the data used as samples for data collection in the mini research in this article are as follows:

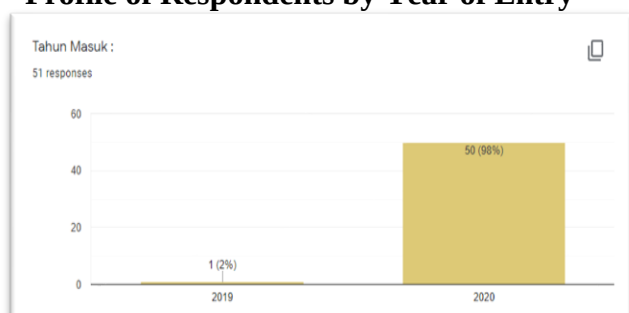
Table 1. Details of Course Identity

No	Aspect Identity	Details Aspect Identity
1	Course	Basic Education Science
2	Section Code	202011270102
3	SKS Load	2 (two)
4	Time	Thursday, 10.40-12.20 WIB
5	Supervisory Lecturers	Nofri Hendri, S. Pd, M. Pd
6	Number of Respondents	51 people
7	URL link on Google Form	https://bit.ly/pemahamanmateri-DDIP

Questionnaire Results (Questionnaire Distribution) via Google Form

The results of student assessments can be explained as follows:

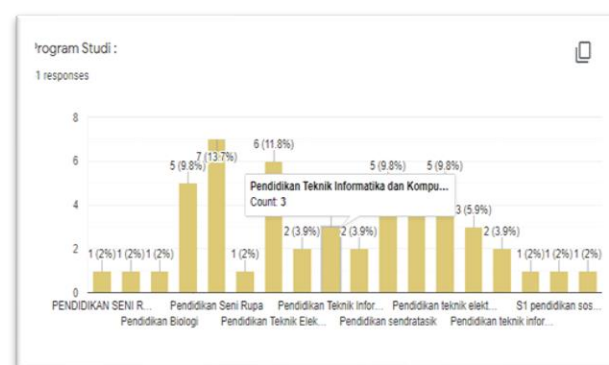
Profile of Respondents by Year of Entry



Graph 1. Respondent Profile according to Year of Entry

In accordance with the chart (chart) above, respondents in this case are students who are used as data sources in filling out this questionnaire, namely 98% from 2020, and 2% in 2019.

Profile of Respondents by Study Program



Graph 2. Profile of Respondents according to the Study Program

In accordance with the chart above, the respondents in this case are students who are used as data sources in filling out this questionnaire, namely from several study programs, as follows: art education as much as $2\% + 13.7\% + 7.8 = 23.5\%$, electronics engineering education $2\% + 11.8\% + 9.8 = 23.6\%$, biology education 2% , spiritual education $9.8\% + 9.8\% + 2\% = 21.6\%$, sociology education and anthropology $2\% + 2\% = 4\%$, informatics and computer engineering education of $3.9\% + 5.9\% + 3.9\% + 5.9\% + 3.9\% + 2\% = 25.5\%$.

Effectiveness / Efficiency of Online Learning on the UNP e-Learning Platform

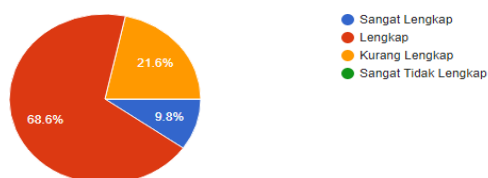


Chart 3. Effectiveness / Efficiency of Online Learning on the UNP E-Learning Platform

The graph (chart) shows that respondents who assessed the effectiveness/efficiency of online learning on the UNP e-learning platform were 64.7% answered effective/ efficient, 23.5% less effective/ efficient, and 11.8% very effective / efficient.

Presentation of the Material

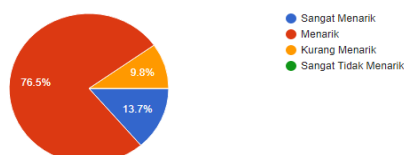


Chart 4. Presentation of Material

The graph (chart) above about the presentation of material by lecturers on the e-learning portal informs that 76.5% of respondents rated it as very attractive, 13.7% very attractive and 9.8% less attractive.

Implemented Strategy

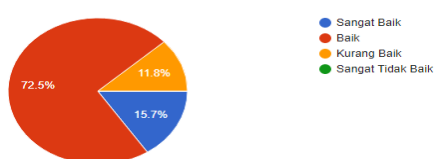


Chart 5. The Strategy Applied

The description of the implementation of strategies in learning on the e-learning portal UNP stated that 72.5% of respondents rated it as good, 15.7% very good, and 11.8% not good.

Content Served

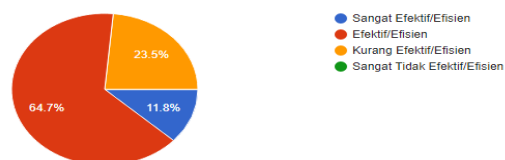


Chart 6. Served Content

Information about the content presented by course lecturers on the e-learning portal illustrates that 68.6% of respondents rated it as complete, 21.6% incomplete, and 9.8% very complete.

Learning Media

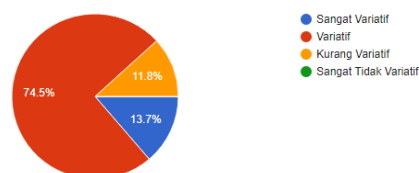


Chart 7. Learning Media

Then, the use of media in online learning on the e-learning portal states that 74.5% assessed varied, 13.7% were very varied, and 11.8% were less varied.

Interaction Patterns

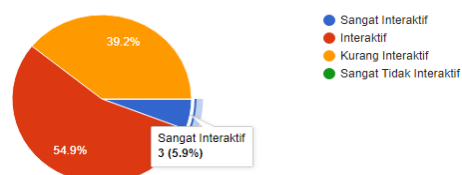


Chart 8. Interaction Patterns

Meanwhile, the description of the interaction patterns used in online learning is 54.5% interactive, 39.2% less interactive, and 5.9% highly interactive.

Understanding the Material

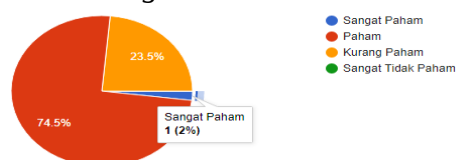


Chart 9. Understanding the Material

Students' understanding of the material illustrates that 74.5% think they understand, 23.5% don't understand very well, and 2% really understand.

Tools (Tools)

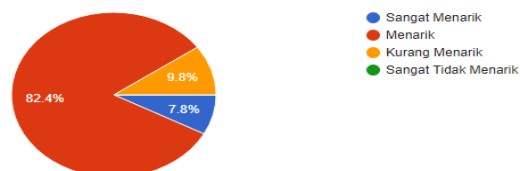


Chart 10. Tools (tools)

The information about the tools presented on the elearning2.unp.ac.id portal is 82.4% answered interesting, 9.8% less attractive, and 7.8% very interesting.

Discussion Patterns

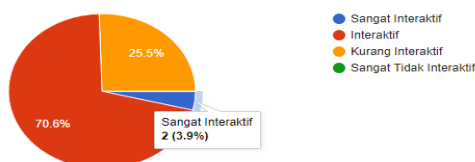


Chart 11. Discussion Patterns

Regarding the discussion patterns developed in online learning on the e-learning portal, 70.6% are interactive, 25.5% are less interactive, and 3.9% are very interactive.

Giving Tasks

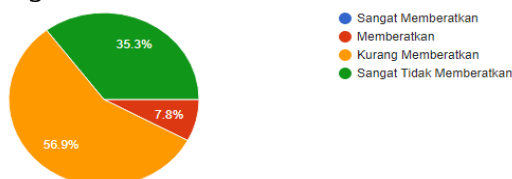


Chart 12. Assigning Tasks

The element of assigning assignments by lecturers to students on the e-learning portal shows that 56.9% are less burdensome, 35.3% are not very burdensome, and 7.8% are burdensome.

Network Access

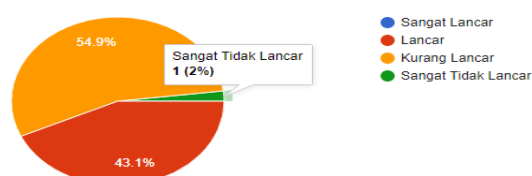


Chart 13. Network Access

In the element of network accessibility on the e-learning portal, it was obtained answers from respondents that 54.9% were not fluent, 43.1% were very fluent, and 2% were very poor.

Tools Used by Respondents

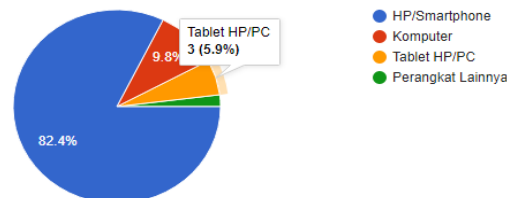


Chart 14. Tools Used by Respondents

The devices used by students in the online learning process on the UNP e-learning portal were 82.4% answered from HP / Smartphone devices, 9.8% from computers, 5.9% from HP / PC tablets, and 2% from other devices.

Video Conference Application Support

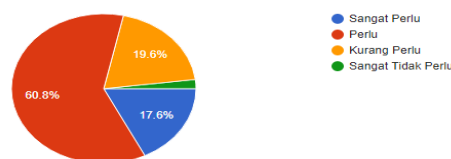


Chart 15. Video Conference Application Support

The need to use video conferencing applications (such as big blue buttons, zoom, and so on) in every meeting illustrates that 60.8% considered necessary, 19.6% less necessary, 17.6% very necessary, and 2% very unnecessary.

Vicon Application Load in Learning

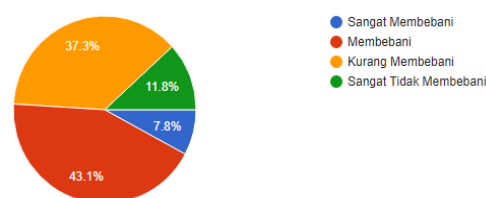


Chart 16. Vicon Application Load in Learning

The use of video conferencing in online learning in delivering material can be burdensome in the use of data packages illustrating that 43.1% answered that it was burdensome, 37.3% were less burdensome, 11.8% were very burdensome, and 7.8% were very burdensome.

Comparison of Learning Effectiveness between Conventional and Online

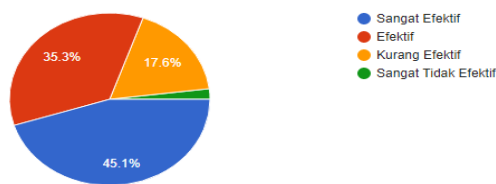


Chart 17. Comparison of Learning

Effectiveness between Conventional and Online

The implementation of face-to-face learning in the classroom is more effective than the e-learning system, especially during the Covid-19 pandemic, showing information that 45.1% rated it as very effective, 35.3% effective, 17.6% less effective, and 2% very ineffective.

Based on the results of the questionnaire (questionnaire) that is in the description of the data findings and descriptions, in general, the Evaluation of the Policy on the Use of the E-Learning System with Fully Online (Online) in the Basics of Education in the July-December 2020 semester in class (code section) above, it can be categorized as good and effective, but there are several aspects that need to be re-evaluated for improvement, namely:

First, the element of effectiveness / efficiency of online learning as many as 23.5% of respondents considered it less effective / efficient, meaning that there were still gaps in the fully online policy implemented by universities in this case, namely UNP. This element should be a benchmark that will determine the success of a learning as proposed by Sudjana (2010) that effectiveness is an act of student success to achieve certain goals that can bring maximum learning outcomes.

Second, the content / material presented by the lecturer on the e-learning portal is 21.6% still incomplete, although in the assumption that the lecturer has made every effort to present the material in a complete and varied manner.

Third, Interactivity in online learning on the learning portal illustrates that 39.2% are less interactive and only 5.9% answer very interactive. This result is contradicting the data that researchers searched on the e-learning2.unp.ac.id portal which illustrates that there have been very many and varied discussions through discussion forums and assignments, which almost 98% always send weekly assignments. This needs to be a study by researchers as lecturers so that this element remains a consideration so that online learning can really take place interactively as expected by students.

Four, Students' understanding of the material in online learning on the learning portal shows a 23.5% lack of understanding and this means that more active strategies or efforts from the lecturer are needed so that the material presented can be understood. According to Widiaworo (2017) that "Understanding is the ability to connect or associate the information learned into" one image "that is complete in our brains". It can also be said that understanding is the ability to connect or associate other information that has been stored in a data base in our brain beforehand.

Fifth, the element of network accessibility during learning takes place on the elearning2.unp.ac.id portal shows that 54.9%, which means more than half of the respondents rated it as not smooth. This is of course a serious and important concern, especially by the party responsible for managing e-learning, namely PTIK UNP (LP3M UNP). Networks that are not fluent in communicating, especially during the learning process, will result in important messages not being absorbed by participants or students which ultimately have an impact on learning outcomes.

Sixth, The element of using Video Conference in online learning is another attraction for students where 60.8% answered it is necessary while 43.1% of respondents felt burdened because of the large number of data packages that were spent and of course this would cost students a lot of money for buy a data package that if assumed with

calculations in the algorithm, namely 700-800 Mb or almost 1 Gb with a duration of 40 minutes for one time use of Video Streaming, such as through the Zoom application. This means again that it can be assumed that if you multiply by 2 credits or 3 credits (100-150 minutes), you can spend a lot of money buying data packages, especially if they don't just take one lecture in one day.

Seventh, The most interesting thing is that among respondents with data 45.1% stated that it was very effective if conventional or face-to-face meetings were held in the learning process compared to online learning. So far, there is no recent research that states that online learning is better in terms of results than conventional learning. On the contrary, most people assume that face-to-face (conventional) learning is better than online learning. Perhaps this is the challenge for the future of education, especially in the face of the industrial revolution 4.0, which requires that all actors / implementers such as those in the education sector must be literate and ready with these demands, which in turn will make online learning a trend and even a major need.

CONCLUSION AND RECOMMENDATION

The policy of implementing fully online using e-learning portals at higher education institutions such as UNP has been running well and effectively.

The policy of using the e-learning system Fully Online (Online) in the Basics of Education Science course for the July-December 2020 semester, although it is categorized as good and effective, it needs to be improved in several parts, for example: effectiveness, content, interaction patterns, understanding material, network access, large/expensive data packets when using video conference collaborating with e-learning platforms.

And the recommendation are first, The importance of comprehensive evaluation efforts of fully online policies through e-learning platforms by universities such as

UNP, for example the LP3M UNP (PTIK UNP), lecturers, and students.

Second, All stakeholders must be given a technical understanding so that learning can take place smoothly and according to the SOP in online learning.

Third, Network infrastructure including servers and applications must be ensured that they are in order before learning is carried out.

Four, Provision of subsidies and assistance with data packages by the authorities should be a serious concern so that students do not feel overwhelmed by the implementation of online learning.

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