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Online Lecture During Covid-19 Pandemic from College Students' Perspective

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Anita Indria *)

Sekolah Tinggi Ilmu Tarbiyah Ahlussunnah
Bukittinggi, Indonesia.

E-Mail: indriaanita87@gmail.com

Hidayatul Dina

Sekolah Tinggi Ilmu Tarbiyah
Ahlussunnah Bukittinggi, Indonesia
YPI Payakumbuh, Indonesia.

E-mail: hidayatuldina.ma@gmail.com

Meriyan Elza

Sekolah Tinggi Ilmu Tarbiyah
Ahlussunnah Bukittinggi, Indonesia
YPI Payakumbuh, Indonesia.

E-mail: elza.meriyana@gmail.com

Asmendri

Institut Agama Islam Negeri, Batusangkar,
Indonesia.

E-mail: asmendri.25@gmail.com

Milya Sari

Universitas Islam Negeri Imam
Bonjol Padang, Indonesia

E-mail: milyasari@uinib.ac.id

Deni Asrida

University of New Castle Australia.

E-mail: deni.Asrida@uon.edu.au

*) Corresponding Author

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Abstract: This research aims to analyze the obstacles of online learning during pandemic Covid-19. There have been pros and cons of online lecture during the pandemic due to lack of effectiveness of achieving education goals. However, education is expected to bring an improvement to students to be well-educated generation. To reach the goal, students must comprehend the materials given by lecturers. Yet, there are some problems that college students face during the process of online lecture. These problems became the background to conduct this research from which it can be a scientific work to give a contribution to analyze the problems specifically. This research was conducted by using qualitative method. The data were obtained by conducting interview which were analyzed and explained in the form of narration while maintaining the authenticity of the data. The result of this research revealed that limited internet access and lack of lecturers' responsibilities became the obstacles for college students during online lecture. The students expected lecturers and campus staff to understand their situations. They hoped that the lecturers gave relevant deadline for submitting the assignments, focused on making the students understand the materials, and controlled/accompanied the flow of discussion.

INTRODUCTION

The world has been shocked by the new disease caused by a virus called Corona. Global citizens begun to feel panic when

there were some videos showing some Chinese unexpectedly fell on the street due to Corona virus. Then, massive fear haunted the world when the virus spread to other countries (Kumar & Somani, 2020; Kumar et

al., 2020; Supriatna, 2020). People were suspicious of each other and afraid of getting infected.

This sudden change has affected all sectors including education (Abumalloh et al., 2021; Onyema et al., 2020). It has directed educators, especially lecturers, to design online lecture or well-known as e-learning which is able to avoid physical contact or face to face meeting between lecturers and students or among students. Indrayana & Sadikin (2020) state that the use of digital technology gives opportunity for lecturers and students to do learning process in distance (even though they are in different places).

E-learning is the process of learning through internet technology. Therefore, the concept and fundamental of instructional model must be designed like conventional learning (Hamid, 2001; Tirziu & Vrabie, 2015). Arkorful & Abaidoo (2015) say that there some aspects that need to be engaged in E-learning. They are searching, selecting, exploring, testing, analyzing, synthesizing, collaborating, discussing, understanding, applying, creating, and promoting. However, the development of e-learning model during this pandemic which meets the need is highly required (Baber, 2021; Deepika et al., 2021; Maphosa, 2021; Yekefallah et al., 2021).

Thus far, online learning is implemented in the form of social media and digital applications. Luckily, this era is digital era where many online application providers compete each other to offer the best online media to support activities in every sector including education. There have been many applications which are developed for studying such as Google classroom, Whatsapp Group (WAG), etc.

Online learning has many advantages (Dumford & Miller, 2018; Gilbert, 2015; Mukhtar et al., 2020). Yet, it has different impact on each person due to different situation of both students and lecturers. Yuliani et al. (2020) say that the advantages of online learning are the chance of independent learning and high interaction.

Thus, these main points can boost students' memory, give more experiences on text, audio, video, and animation which are used to deliver information.

Mustofa et al. (2019) state that there are several benefits of online learning, for examples: 1) Increase the interaction between lecturer/instructor and students. Some students might feel tense having face to face interaction in the class, but online learning provides the opportunity to discuss the materials via texting; the students can deliver their thoughts or ask questions confidently. 2) There is possibility of flexible time and place. Online learning can be done anywhere because the gadget used are usually portable. 3) The potential of reaching distant students or even global audience. When it comes to online learning, everybody can join the virtual class and can access the instructional given. Thus, the chance of getting bigger number of students is higher. 4) Facilitate the development of refined material and the storage/achieve. Printed materials are sometimes not organized well. Moreover, when the file cabinet is full, people throw outdated files away, even though they might need it again in the future. Yet, online materials can be stored on online platform and people can edit them based on the changes needed meeting by meeting (Anshari et al., 2016; Zhang et al., 2016).

During this pandemic, the most beneficial aspect of online learning is the efficiency of time which will make the lectures and students feel at ease. They can access the materials quickly. Then, it can reduce travel cost, tuition fees for infrastructure, equipment, and books, reach more areas, and train the students to be independent in gaining knowledge, because students are able to seek more information by using internet.

Several activities that must be offered in online learning, they are: 1) increase students' attention, 2) deliver the learning goal to the students, 3) recall students' memory of the previous materials/information, 4) particularly provide the stimulation, 5) give learning instruction,

6) get students' performance, 7) give informative feedback, 8) assess students' performance level, 9) increase retention and transfer of learning.

The success of online learning system depends on several components such as students, lecturers, learning sources, and information technology (Kurt, 2019; Romi, 2017). Those components are integrated to one another in order to produce qualified graduates. It is definitely not easy to reach successful online learning, because it is not only about transforming the printed material to internet media, or sending a number of questions and assignments through social media applications, but also planning, designing, evaluating like what have been implemented so far in the actual classroom.

Learning process is the interaction between educators and students in the classroom. That process includes teaching and learning process which determines the success of the students in achieving education goals. Learning is about behavior development occurring to each individual that is not happened previously, for instance, being unable to do something becomes able or even skillful to do the thing. Learning is the process of an individual seeking and gaining knowledge through training, studying, and other activities that result in the change within him/her (Lankshear et al., 2013).

Learning process is "a system includes a unity of components which are integrated and interacted to one another to achieve the expected result optimally based on the goal set". Hilna et al. (2020) says that the benefit that people can get from learning is gaining the knowledge which is developed through the experience of sharing. This statement definitely works as well in online learning; it must give benefits to others too.

Even though there are many advantages of online learning, this method also comes with its weakness. The use of those applications needs strong internet network for the continuity of learning process. If there is no internet connection or

limited access, it results in hampered learning process. As a result, there will be lack of understanding of the students. Moreover, lack of actual interaction between lecturer and students will also disturb the value of learning process. In other words, online learning during pandemic does not meet the effectiveness due to some obstacles during the process (Saha et al., 2021; Sihombing & Fatra, 2021; Suryaman et al., 2020). One of the most dominant processes is internet connection. This problem has been found in some areas. To illustrate, some students had to climb some tress or a mountain to get the signal.

It is reported in Wijaya et al. (2020) that the limited access of internet connection leads to ineffective lecture because students attend the online session just to confirm their presence. On the other side, for those who walk quite far to get the signal, did not get the proper quality of the signal, in other words, the signal did not last longer during the lecture. The quality of the signal is on and off; they even lost it during the process due to the weather and electricity, like what has been reported in *Tribun News Maker* (2020).

Such situation needs particular attention and wise consideration, especially on final assessment. The obstacles found during online learning are much different from what they are in actual class. The differences must be considered by lecturers and campus staff in order to avoid some disadvantages that the students may get in understanding the materials that will give impact on their final semester scores. The data were obtained in one of colleges in Bukittinggi City, West Sumatra. The sample was taken to get the data of the number of students who complained online learning due to inaccessible internet connection/signal. This obstacle leads to other matters that students face during the lectures.

Therefore, this research was conducted to find the answer of those problems/students' excuses which were not only to one lecturer but generally to all. Hopefully, doing this research can be a

contribution in finding the light at the end of the tunnel of this online lecture during Covid-19 pandemic. Education practitioners, especially the lecturers, are expected to understand and prepare online learning design that is suitable with students' condition. Students' ups and downs and also their expectation during the online learning are delivered in this research for the practitioner to ease the downs that they face. Based on preliminary study, this research tendency was more into students' perspective on online learning. Then, education practitioners are expected to understand and take it wisely.

METHOD

Qualitative method was used in conducting this research. This method is appropriate to look for the information about the object deeply and fully as the way it is. Moleong (2021) states that the result was explained in the form of narration based the data obtained in the field without any changes, thus the data were processed and analyzed as a unity by doing the following stages:

Preliminary fieldwork

In this early stage, preliminary observation was conducted to explore the situation and built some interactions with the sources. The entries were written in a notebook and sheet. The questions that were needed for interview section were also arranged in this stage.

During fieldwork

After involving in the interactions, taking some notes, and arranging the questions, the interview section was done online. A list of questions was sent to the interviewees. Then, the answers were collected right after it.

Analyzing the data

The obtained data and information were analyzed by classifying them based on three categories such as obstacle, reasons,

and expectations. This research had been conducted in one of Islamic collages in Bukittinggi City. It involved the 6th semester students of Islamic Education Department of academic year 2017. This department had 156 students who were divided into 5 classes. The background of this research was the problem faced by the students in taking online lectures during Covid-19 pandemic. The problems where the students complains/worry. Moreover, there was some news about this issue on social media.

That was the background for conducting this research and hopefully it can better the future online learning. To do so, an online interview was conducted during covid-19 pandemic with the questions concerning students' opinion, state, ups and downs, impression, request, and hope for the next online learning. Raco (2018) suggested to conduct the interview deeply and unstructured to simplify the process of getting information.

Even though, there have been some studies about the advantages and disadvantages of online learning, conducting research concerning this topic hopefully can be one of the contributions for adding other data on this issue, thus it can be one of the references for the future research.

The problem above will be answered by asking how students complained the online lecture and how lecturers' responsibilities are, and what students' expectations on campus staff and lecturers in implementing this online learning during Covid-19 pandemic.

RESULT AND DISCUSSION

The Overview of Online Learning

Online lecture has been started since May 2020, precisely on the third meeting of even semester of academic calendar 2019/2020. It is based on the official letter from the Ministry of Education and Culture Number 36962/MPK.A/HK/2020 about online learning and work from home in the in the effort of prevention of Covid-19

transmission. According to Republika (2020) this letter was signed by the minister of education and culture himself on Tuesday, March 17th, 2020.

Based on this official letter, online learning has been run with no proper plan and design. It was then implemented by the lecturers for the students the best they can while trying to figure out the way to do it better because this sudden pandemic has forced people to adapt quickly, not all people have the same level of understanding to do it. There are many things to balance such as mental, physical, and economical things which are likely to affect many other aspects.

At the beginning, both lecturers and students did it with pleasure because the transition from doing business at the work place by which people were rarely at home to working from home which gave much time for them to be with their families at home. There were many things they were able to do at home while doing their works. To illustrate, the lecturers and students did not need to prepare many things they used to do in normal daily life before going to campus, for examples, the students did not need to prepare proper clothes and style or the lecturers did not need to prepare what their children need before the rush hours or sent their children to daycare before going to work. The lectures could simply be attended from home.

Working or learning from home becomes much easier when there are many applications available online to support the users. In academic environment, technology has given great contribution in providing instructional media. Before Covid-19, practitioners have already used such technology to support teaching and learning process, but since this pandemic has not come to the end yet, the demand of these media usage is getting higher day by day, especially in college environment where academic sources are highly needed. Oktavian & Aldya (2020) observes some applications used by lecturers during online learning.

Zoom

Zoom can be used for virtual meeting. Lecturers are able to see the students attending the online lecture. Lecturer and students or students and students are able to have spoken discussion on Zoom virtual room. That is why zoom becomes one of the most favorite online media to run a virtual meeting. It is very simple that it can be installed on smart phone. Many people use Zoom for teaching learning process and academic gathering.

Google Classroom

This virtual classroom is provided by Google. On this application, instructional materials and content are shared easily by lecturers. The materials and content are already organized well. Not only learning materials and content, but lecturers can also assign some tasks with set deadline. Thus, the students must be discipline in managing their time.

Whatsapp

This application is basically used for written conversation, but it can also be used for sending voice note and video calling. This application is used worldwide for daily online conversation. Lecturers and students usually use this application to create a group where the lecturers can inform students about everything concerning online materials and academic stuff. Many lecturers and students also use this application to do group discussion. Microsoft word and power point files, pictures and videos, and website links can also be shared through Whatsapp. It can be concluded that all classes, both virtual and actual, definitely have Whatsapp group.

Youtube

This application is used to upload and watch videos. This application is also used worldwide. People watch videos on Youtube everyday around the world. There have been millions video of various fields uploaded to Youtube, including academic videos such as

all materials needed for every major. That is why Youtube is one of the greatest online media to help students understand their subjects. In other words, Youtube is used as the source in online learning.

Those applications above are commonly used by lecturers and students in online learning, and it was very convenient to use them. However, it changed sooner, especially for the students. The expectation did not meet the reality. At first, they were pleased to do that because they could imagine staying at home and got some rest, because it cannot be denied that the actual face to face learning itself used to offer many things to do. In fact, they got even more during online learning. Moreover, it turned out to be long term online learning because the pandemic has not been over yet.

Thus, they found out that this online learning was not pleasant for them any longer. The first complaint emerged due to the main reason that all levels of society certainly feel during this pandemic: it is the economic issue. Online lecture requires internet balance which needs some amount of money to charge it. Online lectures consume big number of internet balance because the lecturers asked for the students to use those various applications during the process.

When the students run out their internet balance, they had to buy it again, meanwhile, not all students came from wealthy family which could afford to buy it every time they needed. These students had to consider their families' income. It was difficult for them to ask money to their parents too often, especially when the parents did not really feel what their children had been through, because they had their own issues when it came to the income. This pandemic situation has lowered their wages/salary. Many of them even got laid off. This economic situation has become the burden for both students and their parents.

The second complaint was still concerned with internet. It was about internet connection. The effort of students or parents to buy internet balance was another story of

this. Unlike other developed countries, Indonesia has not been able to provide strong internet signal to all areas equally. There were some students who lived in some areas where internet connection was not available all the time. They had to go to certain spot to maintain the signal.

This effort took their energy because for instance, they had to walk far from home to a certain spot on a hill to get the signal. After getting the right location, they had to focus on online discussion when they had to deliver their thoughts. They were sometimes also in charge as the moderator or presenter. This condition was tiring both for physical and mental.

The third complaint was from lecturers' attitude toward teaching. Many lecturers did not control the online learning process. As example, they did not accompany the students when they had group discussion, thus when the students had some questions to ask, they could not throw it. Explanation from a lecturer was something highly expected by the students, especially when they learned something difficult. Thus, they hope to get extra information from the lecturers, at least for concluding what they learned at that moment.

Such attitude was due to the transition that was discussed previously. The lecturers used to do hectic schedule at campus as well, prepare academic things both for students and campus administration or some academic occasions. Thus, when it came the time, they could use for feeling relaxed a little bit, they took the chance, but some of them ended up crossing the line; they took some advantages from the situation. Even though the transition process is a common thing, it needs to fix when it already crosses the limit, especially when there had been some complaints from the students.

Based on the data, the students did not understand the materials given. The students felt that they already spent much money and energy on buying internet balance while they had to consider their families' financial situation or they had to go to

specific location where they were able to get internet signal. But after scarfing many things, they did not get what they were supposed to receive.

Such situations triggered the complaints but did not result in protest towards the lecturers. Thus, the students could only remain silent and surrender. By observing such situation, researchers were interested in conducting deeper study, approaching the students, and digging more honest opinions about this issue from students' perspective. Surprisingly, most of the complaints were due to the way lecturers covered this situation. No matter how difficult it was to get the signal, but the most important one for the students was the understanding of the materials given by the lecturers. They did not want their effort to be useless. They did not want to waste their time, energy, and money. At certain moment when they had a chance, they talked about it to campus practitioner whom they trusted.

Those were the main reasons why the issue of students' complaints arose in campus environment and required more understanding from the lecturers such as having a good grip of the students' absence, understanding students' retard in submitting the assignment, and other obstacles that the students had to face. Based on the observation during online learning, students' viewpoints were dominantly seen because there had been many things to understand from students' side and there had been many aspects to reveal from the students concerning online learning.

The Ups and Downs of Online Learning based on Students' Perspective

Results from other studies suggested lecturers to use online learning model to create more active, innovative, creative, effective, and not boring learning atmosphere in order to increase students' motivation. Various social media applications can be used to support this model. Kuntarto (2017) that technically, these applications have more advantages that can help instructors to reduce boredom or unpleasant atmosphere during

learning that many people have some complaints about.

To illustrate, educators used to do conventional teaching style in the past. The teachers/lecturers taught and explained in front of students and students just listened to the explanation. Students also took some notes during the process. During such teaching learning process, students were rarely argued the teachers/lecturers and they tended to say that they understood. However, due to the development of technology, educator started to use some technology to support teaching learning process like the use of projector to show some motion pictures and videos to scaffold students understanding. Then, due to the rapid improvement of technology, people have used some digital platform and media to support teaching and learning process.

On the other hand, there had been pros and cons found from the implementation of online learning discussed in this research. Actually, there had been more cons than pros because students, educators, even parents started to feel enough and could not stand the use of it. Online learning was considered not effective in achieving education goals due to more disadvantages found in the field. The downsides of this online learning were because of some factors, such as lack of understanding, capability, and control of students, instructors, and/or parents.

The disadvantages were often revealed by college students. Based on their perspective, they were the ones who struggle much with this situation. The students faced online learning with all its ups and downs and various impressions they took from both lectures and parents. That is why online learning requires comprehensive understanding to create understandable and interesting learning experience.

Students' complaints

Background of this research was due to students' complaints about doing online learning. For example, there was a statement from a student (RP, 2020) as follow:

"I cannot understand the materials through online learning. I also don't have enough internet balance; sooner or later it will be boring."

The quotation of the student above is one of many obstacles they faced which resulted in boredom and frustration compared to the type of learning they got from face-to-face meeting in an actual class. For examples, rejection from the lecturers who did not accept their reasons for being late attending virtual class or their struggle in attending it such as could not afford internet balance or walking far from home to get the signal. Those issues are going to be explained deeper down below:

Unstable internet connection

Not all students live in the areas where internet connection is available, because some of them live in rural areas/far from the downtown. Therefore, they had to walk far away from home to find the right spot to get the signal. It was not a made-up story when they had to go through bumpy road and small path, beneath the bright sky that offered hot weather, climb the hill through the forest, get wet under the rain, be near the beach or stand on certain spot for hours just to maintain the stability of the signal. Those ways were done to attend the online lectures. Some of them even documented the journey and posted to their social media when they got, they signal. Along the way, they sometimes went there alone.

Moreover, some of them also live in the area where they still lack electricity. Thus, there were some moments when they could not attend the lecture. They could only be surrender when they were considered absent by the lecturer because they had no choice. When the electricity went off, the internet connection was in slow loading mode. This situation absolutely affected their courage in learning.

Using too much internet balance

Online learning which depends on the network needs big amount of internet balance, especially when the students compared the use of internet balance they spent before the pandemic and the balance they spent during online learning. They used to spend it only for their social media, but then, there were more learning applications they used every day. Some students preferred internet voucher and the rest of them used wifi. Yet, most of them had to buy it as much as they could. When they spent it all, they had to buy it again, but they also had to consider some money they had to spend. Sometimes, the lectures just ended up that way when they run out of the balance.

It will be more chaos in poor college students' families. They could not buy enough internet balance and sometimes ended up asking for neighbors' wifi connection for attending online lectures. It is ironic when society is asked to stay at home. The ones who are blue collar and used to get the wages daily cannot earn money every day any longer. It can reduce households' income. It absolutely affected the capability to afford internet balance.

Being stressful out of the deadlines

Based on some of the situations above, it can be concluded that not all students were able to join online learning well. Moreover, they also got some unpleasant moments after struggling with the connection and financial issues. Some of them are: (1) Lecturer's habit: some lecturers often did the same cycle when it came to teaching online. They showed up virtually, after that checked the attendance and gave the assignment, and then did not show up anymore until time run out. (2) Lecturers always gave assignment every meeting with short period of deadline. (3) Lecturers did not try to give sympathy to the reason why students could not attend the meeting or why they were late. In fact, they did not have any intention to skip the lectures, but it happened due to the limited access of the signal, lack of

money to buy internet balance, and their obligation to help their parents because of economic condition during this pandemic, and some other reasons. One of the students (AM, 2020) said *“there are many subjects that I don’t understand because the lecturers only appear to open and end the sessions, sometimes they just open it and do not come back.”*

Those conditions made the students stressed or even frustrated, they felt like they wanted to give up their study. They could not submit the assignment on time because of limited time to find the references, unstable internet connection or even electricity, moreover they often got the deadline for the same day they attended online lectures which was impossible to do. Those were the reasons why the students often got stressed during online learning.

Getting headache and eyes problem

Taking too long looking at phone or laptop screens gave negative impacts on brains and eyes. Students did not only look at the phone or laptop screens when they attended the lectures but also when they did the assignments. They needed to search online sources, type it. And it was not only one assignment, but there were many more from different lecturers. That number of assignments and the amount of time they spent in front of the screens were likely to hurt their eyes, let alone they needed to focus on doing that. Human’s eyes will be tired looking at high resolution of screen all the time. It will hurt the eyes and give headache if the students forgot to change their focus.

Having full phone memory

Not all students had big capacity of storage in their phone memory, thus they could not save the files given by the lecturers. It often led to overloaded phone that broke the phone or made it error. Based on the economic issue discussed previously, it was unlikely for the students to buy new phones. Thus, they struggled with the old version and tried to do the best. For the worst, they could do nothing for make it

better.

Getting scolded by parents/family

The number of assignments and the amount of time they had to spend (because the lecturers sometimes asked for extended schedule) made the students spent most of their time in front of the laptop or phone. They did not have time to help their parents. Hence, the parents accused them to be ignorant and they did not have intention to help parents. Not all parents fully trusted their children; some of them did not believe their children did the assignments all the time, because it was quite unbelievable to do the tasks all day all night. Moreover, not all parents had ever experienced the struggle of educational journey, let alone the one that today’s students had experienced. In fact, it was what happened. The deadlines and the number of assignments forced the students to stay in front of the screen’s day by day.

Lecturers’ Responsibility

Those obstacles urged the students to talk to their lecturers about what they had been through. It cannot be denied that lecturers gave contribution to the reasons why those issues arose. They were due to lack of lecturers’ responsibilities in understanding the changes occurred during online learning. These problems became more complicated when the lecturers did not trust the students. It needs their serious attention and further observation to make them believe. Hence, there were more situations to handle by the students because of the lecturers:

Ignorant lecturers

It seemed unfair for the students to join online learning during this Covid-19 pandemic due to some aspects discussed previously. Let alone, the lecturers could not take their excuses of being late or their absence. The lecturers accused them for always blaming the signal. This kind of statement hurt for the students who really struggled with the effort to attend online

lectures. They could only be disappointed when they remembered what they had been through.

Some of the lecturers even required the students to fulfill 100% of attendance. It could be seen in the semester learning plan arranged by the lecturers; it was written in the column of attendance point that the students must fully attend the meetings, whereas the students faced many obstacles to join the online lectures.

Hence, lecturers' wisdom in understanding this condition is fully expected because most of them came from rural area which had limited internet access. Lecturers' understandings were expected by the way they change lecturing system and the assessment based on the effort of the students.

The number of assignments

The number of assignments and the short period time of deadlines required the students to standby in front of the screens. They had to find online reference instructed by the lecturers and did the assignment. It was more difficult for the students if the lecturers asked for more references or assigned more than one assignment. Moreover, this was also done by other lecturers. Thus, the students had multiple difficulties at the same time; psychologically, they could not put all on their shoulders.

The absence of lecturers during the process

Control or supervision from the lecturers during online learning was highly needed by the students. No matter what, the students expected some explanation from the lecturers for their final comprehension. Sometimes, they also wanted to ask some questions when they found themselves missing some analysis.

Yet, due to the absence of the lectures during the learning hours, the meetings ended up with no proper explanation. In fact, they should have been there for controlling or supervising the discussion. It made the

students disappointed and not satisfied with the process. They were confused with what to do.

Besides, it was quite convenient for the lecturers to do online teaching from home if their intentions were just giving some assignments, hence they could take care of their children, do some chores, cook, and many others. They only instructed the students to do peer or group discussion or even asked the students to be the moderators and presenters during the discussion.

Students' expectation

The problems and explanations above were resulted from lack of lecturers' responsibilities in implementing online learning. Further, the students do not expect proper ways of learning during Covid-19 pandemic from the lecturers only, but also from campus staff/practitioners, the ministry of education and culture, and education authorities who have obligation to set the policy/decision to overcome students' problems. Hence, students' expectations for the future online learning are:

Dispensation of tuition fees

Online learning requires much internet balance, thus students' allowance was allocated to buy the voucher in order to join online lecture day by day. In fact, Covid-19 pandemic gives significant impact on the economic issue. There must be some students who struggle with this matter. Hence, they hope that the tuition fees will be lowered or even dispensed.

In line with the new policy of the minister of education and culture, Nadiem Makarim, in a video conference entitled "The support for college and high school's students during Covid-19 pandemic" on Friday, June 19th, 2020 at 13:30 of Western Indonesia Time (Kompas: 2020). He said that there will be payment relief for tuition fees for both state and private universities students. It was due to the impact on economic sector. Then, the minister divided the payment into 5 schemes; they are

installment, postponement, reduction, scholarship, and infrastructure assistance.

Finally, students' hope on tuition fees during Covid-19 pandemic will be answered by this support. Thus, they can be more comfortable studying during the pandemic.

Lecturers' wisdom

Lecturers' wisdom is really needed to understand the situation faced by the students who had limited internet access. The students also struggled with the deadlines and the amount of internet balance. Those problems were likely to slow down the process of online learning.

Thus, lecturers' wisdoms are expected on the areas of: first, The synchronization of assignment and deadline is very important because the purpose of giving assignment is to educate the students, not to torture them. Second, Finding the reasons why the students come late or are absent at all is highly recommended because there are some students who live in a rural area where internet connection access is limited or there are some other reasons like ill parents (no one to take care of them), lack of money to buy internet connection that leads the students to work part time. Third, understand if the students are failed to be presenters in a group discussion or failed to submit complete assignment due to the same reason (unable to access online sources).

Focus on understanding the materials

Online lecture during Covid-19 pandemic is not as good as actual lecture in a classroom because online learning needs particular attention especially on explaining the materials to the students. There are some ways that can be implemented by the lecturers to focus on achieving students' understanding: 1) It is academically important to ask the students who can attend the virtual classroom to share the conclusion of the materials being discussed at that moment. It is highly recommended in order to prove that they follow the process of online lecture, and they understand what they

study. 2) Highlighting important points. Using some virtual media that highlight the content of the materials will help the lectures to get students attention to focus on the points explained. Thus, they can read it while listening to lecturer's explanation and be able to understand it quickly. 3) Lecturers can point the students randomly to make sure all of them listen to the explanation or follow the discussion.

The lecturers can ask the students to answer some questions or give opinion about certain topic that they are discussing or even ask a question if they do not understand. 1) Lecturers have to pay attention to passive students as well. The lecturers can point them once in a while to give their opinions. This trick will be useful because some students might think that their lecturers do not pay any attention to them. Moreover, there is a type of students who wait until lecturers ask them to say something, if they are not asked, and then they will not speak. This action is required to check students' attitude towards the discussion, whether they pay appropriate attention or not. 2) Question and answer session in virtual group is required to check the number of students who understand the materials and the ones who still do not process it. Moreover, it will help the students who do not understand it to once again perceive it. When their friends explain the answer, they can try to relate. Or if they want to try to answer it as well, they must search for the answer of which it will improve their comprehension. This question-and-answer session can be done at the beginning of the discussion in order to review the previous material or at the end of the lecture as a conclusion.

Based on all those matters that the students felt, online lecture has given profound impression for the students. They learn how valuable time and the sense of togetherness with their friends and lecturers are. Moreover, they can learn how worthy social life is when they have chance to socialize with the community and help each other.

Suggestion to stay at home during

Covid-19 pandemic with no regular activities has given lesson to everybody to appreciate time, moment of togetherness and be patient on crucible. It is strengthened by the protocol of physical distancing; everybody cannot be connected like they used to be. There has to be a moment where people at this pandemic feeling disconnected, isolated, distracted, and lack of attention. Tantri (2018) says that those feelings can give significant impact on doing online learning as well. Thus, it is in line with what the students expressed and complained about.

CONCLUSION AND RECOMMENDATION

There had been many obstacles faced by college students during online learning in Covid-19 pandemic. Their complaints required scientific attention in order to analyze it deeply of which it became the background in conducting this research. There had been many students who struggled with online learning during Covid-19 pandemic because they live in rural areas where they have limited internet access. Meanwhile, the lecturers did not give appropriate tolerance on students' absence or lateness. This condition needed serious attention by conducting some analysis on what happened.

The result of the analysis revealed that internet connection was not the only cause of students' complaints, but there were a number of lecturers who did not take any excuse when the students could not attend virtual meeting or came late. Moreover, they also gave inappropriate deadlines for the assignments. They even did not really check whether the students had understood the materials given or not. If the students did not understand, it was unlikely for them to do the assignments.

On the other hand, students' parents also gave significant impact on students' motivation toward learning. They got scolded because they looked at their phone/laptop screens all the time and could not help the parents with the chores. Thus, there had been multiple pressures taken by the students in

the process of learning. Basically, pleasant atmosphere must be built in learning. Even though this pandemic situation has made many people deal with difficulty, there must be something to do to reduce the stress, at least to avoid more pressure.

To sum up, these conditions require serious attention and action in order to find an appropriate method to implement online lecture. The suitable strategies will make all parties feel comfortable in running this online program. Lecturers' responsibilities, college practitioners' tolerance of tuition fees payment are highly required due to psychological pressure and economic situation during this pandemic.

Finally, a follow-up is strongly required to solve the problems of doing an online learning. Positive responses from lecturers are expected to understand students' condition. Thus, the lecturers must adjust the deadline and provide suitable forms and quantity based on the condition. There should be practical understanding which is set in the provided materials. Moreover, campus's tolerance is also expected to lower the amount of semester fee because it has affected economic condition of some students and has given impact for the families to provide internet balance for joining online learning.

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