

Implementation of Online Learning: *Case study of anti-drug counseling course*

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Abstract

The COVID-19 pandemic impacts university learning, typically involving face-to-face instruction. This study investigated the implementation of online learning during the COVID-19 pandemic in anti-drug counseling courses and the factors that hindered and supported it. This type of research is descriptive and quantitative, with a sample of 67 students taking anti-drug counseling courses and to collect the data using a questionnaire distributed online via Microsoft Form. The data analysis used is a descriptive analysis by presenting the frequency distribution. The results showed that 75% of students agreed that online learning increased learning independence, 75% were interested in learning with learning media (video, PowerPoint presentation), 45% said students learning was well organized, and 48% stated lecturer-student interactions well. The provided learning model combines the use of the Google Classroom, Zoom meeting, and WhatsApp applications. The inhibiting factor in online learning is the internet signal that not all students can access adequately. Because many students are in areas where the possibility of internet signals is still limited, this existing obstacle causes students not to be able to follow the learning provided by the lecturer online fully. Factors supporting online learning are that the university facilitates Wi-Fi for lecturers and combines learning media synchronous and asynchronous.

Keywords: Implementation, Online Learning, COVID-19

Introduction

Since the first cases were discovered in Wuhan, China, in December 2019, the Corona Viruses Diseases (COVID-19) outbreak has ravaged the world (Shereen, Khan, Kazmi, Bashir, & Siddique, 2020; Wu, Chen, & Chan, 2020). COVID-19's existence has an impact on all aspects of life. The COVID-19 pandemic has caused the most significant impact on education systems. All work is done online from each home. Also, education conditioning use Learning From Home (LFH). According to Press Release No. 137 / SIPRES / A6 / VI / 2020, In terms of Odd Semester Learning 2020-2021, it has been determined that theoretical learning in

institutions across all zones is done online (Ministry of Education and Culture of the Republic of Indonesia, 2020). Learning conditioning has also evolved into online literacy, also known as e-learning. This e-learning strategy is implemented in various ways, including using websites, social media, and teleconferences (Putri & Novita, 2017; Riyanda, Herlina, & Wicaksono, 2020). Online learning in the context of implementing the learning from home program (LFH) launched by the Ministry of Education and Culture to attack the COVID-19 pandemic demands drastic changes in the world of education. In this learning process, at least students are required to improve their digital

literacy skills (Mega, Yuanita, Arsisari, & Ulfah, 2022). After the pandemic, the government still limits face-to-face lecture meetings.

Online learning (online/internet learning), can be defined as an effort to connect learners (students) with their learning resources. The factors that influence success in online learning are technology, teacher characteristics, and student characteristics (Budhianto, 2020). Many platforms and online media can be accessed through internet networks by teachers and students. Some of the things that become obstacles in the application of learning online include limited internet quota and still not being familiar with educators and students in applying it.

University of UIN Sulthan Thaha Saifuddin Jambi still implemented lectures in sixth semester with online learning, including anti-drug counseling courses. This study aims to determine the implementation of online lectures and identify the factors that support and inhibit the use of online lectures in anti-drug counseling courses.

Methods

The method used by the author in this study is a quantitative descriptive method. This research is a scientific approach to evaluating online learning applications, especially the Drug Control Counseling Course. This descriptive research was conducted through a survey of student opinions on the Drug Control Counseling Course at UIN Sultan Taha Saifuddin Jambi. The number of participants in this study was 67. The steps for implementing this research were preparing a questionnaire instrument for data collection using an online questionnaire

through Microsoft forms and data analysis using descriptive analysis.

Results and Discussion

Online learning is new for academic schools in the era of Covid-19. New environments and changing roles require adaptable skill sets for every engagement. The challenge for teachers is their ability to use technology. Entering the age of online education means teachers and students must adapt to new skills and role changes during this educational period. Therefore professors and students need to control online teaching and learning applications. (Mahardika, 2021).

This online learning is carried out according to what the government has decided must be conducted to break the COVID-19 virus's transmission chain. The provided learning model combines the use of the Google Classroom, Zoom, and WhatsApp applications in anti-drug counseling courses.

These three applications are used because they are well-known and make learning and education activities more comfortable. (Sutarto, Sari, & Fathurrochman, 2020). The Zoom Meeting application is an alternative platform for learning online because it is easy to use via a PC or mobile phone and has good video quality because the bandwidth is relatively low. The implementation of lectures through zoom meetings begins by providing a link or meeting id and password for the class group, then students go directly to the link or use their meeting id. When all students have joined, the learning process begins. According to students, the Zoom application is easier to use, and the video and sound quality are pretty good. This is because Zoom Meeting is a video

conferencing service with efficient and flexible capabilities to present an online meeting atmosphere. However, only with zoom meetings, there are obstacles, especially miscommunication if there is interference, both for students and lecturers. In addition, when conducting observations in classes using Zoom Meetings, there are obstacles such as unstable signals that have to be logged in and out of the application and free Zoom Meetings, which makes the learning process pause every time for 40 to 45 minutes. For this reason, it needs to be combined with other means. Like, google classroom and Whatsapp groups.

There are several advantages to using Zoom Meetings in the online learning process, according to the 2018 Dasae School Teacher Education students, namely: (1) Zoom Meetings are easier to use, (2) more effective and efficient. Students can carry out the learning process at home without coming to campus. This way, students have more time to study at home. This is in accordance with the opinion (Firmansyah, 2021). regarding the advantages of online learning, namely that it can be done anywhere and anytime, does not incur transportation costs to go to campus (even though it costs internet quota), (3) the sound and video quality are quite good, (4) Zoom Meeting features are attractive and easy to use. With this feature, it is easier for teachers and students to share material or media during presentations, and (5) with this Zoom Meeting, they can meet face to face like in conventional classes. The interaction between lecturers and students is also quite active even though it is done online.

In addition to several advantages of online learning through Zoom Meeting, there are

the following shortcomings: (1) unstable signal/connection will make the Zoom Meeting application in and out, (2) wasteful of quota, (3) Zoom premium, which is quite expensive. If you do not use a premium Zoom Meeting, the application will go in and out every 40 to 45 minutes, and also, if you use a free Zoom Meeting, the maximum number of participants is only 100, and (4) Students sometimes do not focus on explaining the material, if the method or media used not attractive. Moreover, because online learning can be done anywhere, sometimes the focus on the learning process decreases (Irmada & Yatri, 2021).

The advantage of this application is that it loads many people into the application, which is 100 people can meet face-to-face, and is easily accessible via mobile phones and personal computers. Every student can communicate easily through the zoom application without being limited by distance, place, and time. The weakness in Indonesia is that not all places or regions have internet facilities or unstable/poor network facilities, short time can only conduct class meetings for 40 minutes, lack of security systems, less than optimal use, and a lack of interaction between students or students and lecturers in the learning process, and the learning process is more inclined toward training than education.

However, there are several things that students must pay attention to, such as the availability of internet services, which is an additional cost that students must incur when doing online learning. This student experience is told in terms of the strengths and weaknesses of online learning using zoom cloud meetings. However, many students cannot study effectively, and most

students consider online learning boring. (Mustopa & Hidayat, 2020).

The use of WhatsApp as a learning medium can be used in online learning, especially during the Coronavirus Disease -19 (COVID-19) pandemic. This is shown in the research results; most students feel that learning with WhatsApp is effective. In addition, WhatsApp groups can be used as online learning media during the COVID-19 pandemic. The advantages obtained in its use include saving internet quota, being familiar with users, and increasing student literacy (Siregar, Candra, & Kholifah, 2020).

WhatsApp is a social media for instant messaging with an internet connection, so there are no additional costs for voice and video calling features, and it has multimedia capabilities in the form of videos, photos, documents, and share locations (Wati & Irwansyah, 2021).

Although there are many online learning applications, various considerations are needed when choosing the application to use. Some of these considerations are the users' readiness, namely lecturers and students, the equipment technology owned by lecturers and students, and the internet signal that can reach various locations where lecturers and students are located. In addition, considering the specifications of applications that are by the needs and abilities of users can determine an application to choose and use in online learning. It is necessary to become a concern to implement effective and efficient online learning as well as can achieve learning objectives through the use of information technology. Some applications, such as zoom, google classroom, and others, require a large data plan. Zoom lectures, for example, in just

one meeting, have used up a lot of internet quota. So if all courses use internet data, it is not very easy for students. Conditions that are aggravating for these students create discomfort in attending lectures. (Saidang, Oruh, & Agustang, 2022).

Most of the devices students use in lectures use mobile phones, which is as much as 85%. Research by Jatmoko & Faizun (2020) also shows that most students use smartphones for online learning.

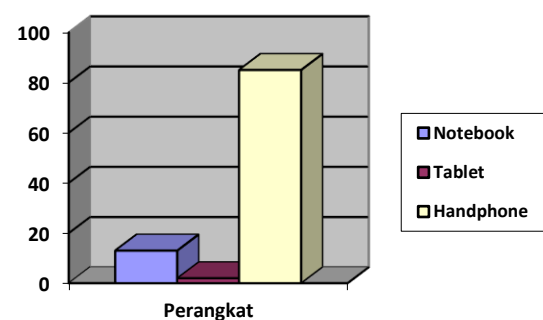


Figure 1. devices used by students

In contrast to Sumarni's research (2020) 67.2% of respondents can use laptop devices for online learning. In addition, in this study, as much as 74.7% of respondents complained about the smoothness of connectivity, which was almost the same as the data collected by researchers. 63% of students complained that there were frequent problems with internet network connectivity. Network constraints, especially for students who live in villages and specific areas, the internet network can only be accessed in the sub-district capital (Rahmy, Azrimaidaliza, Yuniritha, & Rifza, 2021).

Table 1 Tools used for online lectures		
Learning increased learning independence		
	f	%
No	17	25
Yes	50	75
Internet network connectivity		
Never	10	15
Rarely	15	22
Often	42	63

The results showed as 75% of students agreed that online learning increased learning independence, 75% were interested in learning with learning media (video, ppt), 45% said students learning was well organized, and 48% stated lecturer-student interactions well.

Table 2 Evaluation of the Learning Process		
Interest in learning media (video, ppt)		
Very disinterested	7	10
Not interested	7	10
Interested	50	75
Very interested	3	4
Interaction between lecturers and students		
Less	8	12
Enough	30	45
Well	25	37
Very good	4	6
Learn how to implement in a well-organized way		
Less	5	7
Enough	12	18
Well	32	48
Very good	18	27

Although based on the results obtained, students are interested in learning media as much as 75% and lectures are carried out well by 48%, students complain about interactions between lecturers and students. So used video conferencing facilities via zoom. In addition, there is miscommunication between lecturers and students. This is closely related to students' difficulty understanding the lecturer's explanation of the materials presented because they do not meet face to face or interact directly. Although the difficulty of understanding in learning can be overcome

by actively asking students, during online learning, students tend to be passive and sometimes do not respond. Most students even still turn off the camera or cam so that the lecturer cannot monitor and ensure that students take the lecture seriously.

Learning that is mainly carried out from home certainly brings a different atmosphere compared to learning that has been carried out on campus. This non-optimization of online learning also opens up many potential obstacles, including technical obstacles that students learn online from their homes (Nugroho, Wati, & Dianastiti, 2020). In addition, the delivery of material in online learning also cannot be absorbed by students (Dewantara & Nurgiansah, 2021). The solution is to provide a more detailed explanation of the material using voice or video notes sent via WhatsApp groups. Online learning can form student learning independence.

Self-study means learning based on the skills student's have. The study of autonomy, the ability to observe one's abilities, is a task that humans dislike. The development of independent learning is significant for the success of the learning process. Students with a high degree of learning autonomy tend to learn better to monitor, assess, and manage their course of study effectively. In addition, students can estimate the time spent on activities. (Sudiana, Fatah, & Khaerunnisa, 2017). In anti-drug counseling lectures, virtual classes are also conducted using Google Classroom so students can learn independently.

Banunaek, Ekowati, & Samo (2022) research shows a significant relationship between the use of google classroom and student learning independence with student

learning outcomes. Google Classroom is an application that allows the creation of classrooms in cyberspace. Thus, this application can help educators and students carry out the learning process more deeply. Students and educators can collect, distribute, and assess assignments at home or anywhere without being bound by time limits or lesson hours (Damayanti, Kantun, & Tiara, 2022).

Based on the results of many studies that have been carried out, the success of implementing online learning (e-learning) is influenced by many factors. However, these factors can be grouped into three groups: the first group is factors related to the system used, such as 1) supporting infrastructure, 2) the content and information provided in learning, and 3) group is the factors -Factors related to self-readiness of the system users example existence e-learning institution platform. (Budhianto, 2020).

In face-to-face learning, the lecturer's explanation is done verbally and is assisted by facial expressions, gestures, and teaching media, making it easier for students to understand what is being conveyed. However, in distance learning, especially the asynchronous model, information is primarily delivered in writing. Complex and detailed explanations will make the oral text written by the lecturer longer and take much time to compile. This also raises concerns about the decline in students' learning motivation because they need to read too long explanations.

Learning with zoom meetings includes synchronous learning in the distance but has some limitations. For this reason, during the pandemic, learning methods are still combined, and must pay attention to

providing student learning motivation and expecting independent learning from students. For that, the author combines learning media in this course through zoom meetings, google classroom, and Whatsapp groups.

Hutauruks research shows that most respondents use the Google Classroom Media Whatsapp Group and Zoom apps to participate in online learning. Almost all respondents answered that slow internet is a problem in their area. Most respondents are located in rural areas with poor Internet access. Frequent obstacles to delivering course assignments are loss of Internet connections during lectures and many communication providers choosing not to be forced to use provider options. Although internet package cost is in an expensive range, few respondents do not complain about internet problems because they are in a big city with proper internet quality and they can choose many providers according to their budget. (Hutauruk, 2020).

The challenges of online education during the pandemic are divided into three parts. The first is to support features such as gadget internet connections and quotas. Second, the interaction and interpretation between the teacher and other learning processes. The third is controlling students and creating an effective learning environment. (Rosalina, Nasrullah, & Elyani, 2020).

One of the interests of online learning is delivering learning. Students often complain about some assignments that do not have enough material and feel a bit overwhelmed in the learning process. Even the Whatsapp e-learning and Zoom applications still confuse students. The teacher uses the next consideration for

online learning is the learning model. Online learning is implemented in various applications, but learning without proper planning makes it difficult for teachers and students to achieve their learning goals, so teachers must determine how to apply learning models and scenarios. Students must be considered. There are still many lecturers who admit that learning provides knowledge to students. This makes passive students creative and less productive in developing their potential.

Therefore, a new understanding is needed that learning is a space where students can reach their maximum potential by giving them the freedom to develop themselves. Most respondents admitted that it was more challenging to understand the subject matter with online lectures than with face-to-face lectures. Respondents complained about the lack of opportunity to discuss directly and freely with the lecturer due to limited features and Internet quality. Most respondents discuss using the comments column or chatting with text so that many contexts cannot be described in detail through the text. All respondents complained about the lack of smooth communication between the lecturer with students. Most lecturers only provide teaching materials through Google Classroom, and questions are submitted through the comments column. Some lecturers only give assignments in every lecture meeting without explaining the topic. Respondents are required to learn on their own by only providing teaching materials, while many teaching materials are considered challenging to understand. (Hutauruk, 2020).

Online learning has many advantages for students, which can create community learning, time and cost efficiency learning,

and learning materials can be accessed anytime with sophisticated technology. Online learning is closely related to the ability of student language literacy. Students can be considered to have literacy if students have basic skills in languages, such as reading and writing. Sources read and written in the era now can not be separated from Internet network via smartphones, laptops, and computers (Argaheni, 2020).

Using online can increase the ability to read, produce a positive perception of reading, encourage class discussion, and develop reading skills and think critically. Favorite people are looking for reading on the internet and uploading writing; automatically, reading literacy and writing increase. Therefore, literacy needs to be nurtured so that the next generation likes to read and write. Especially In this digital era, everything needs literacy skills, including language literacy.

Online lectures require students to be able to study independently. However, there are still many students who are not able to study independently. The material is still not capable of increasing student understanding. In addition, lecturers often give assignments, so students do not have much time to re-learn the material that has been given. Students who still have less understanding prefer asking friends rather than directly to the lecturer. In addition, many students cannot carry out lectures optimally due to low learning motivation of these students. Low motivation because there is no direct interaction between fellow students and students and lecturers, and assignments given by the lecturer are too much (Agmarina, 2011).

Research shows students' perceptions of their ability to participate in online

learning by using media using Zoom webinars or using WhatsApp groups. As a result, 34% of participants stated that they had not been able to follow the lesson well using the Zoom webinar, and the remaining 64% were able to follow the lesson well. As for online learning using WhatsApp groups, only 2% said they had not been able to follow the lesson well, and the remaining 98% said they were able to follow the lesson well (Yulianto, Cahyani, & Silvianita, 2020).

Conclusion

Online learning in the era of the COVID-19 pandemic is carried out to reduce the spread of The COVID-19 disease. Virtual learning with classroom and teleconference media using the zoom application can increase student learning independence. Applying this learning in anti-drug education courses is still many obstacles encountered both from internal and external factors from students. The inhibiting factor in online learning is the internet signal that not all students can access adequately. Because many students are in areas where the possibility of internet signals is still limited, in order for online learning to run effectively, lecturers must increase student learning motivation, prepare interactive learning media and integrate learning facilities. Previously, students were familiar with regular face-to-face learning, so the pattern changes in this learning provide a problem for students—the emergence of pressure and stress on students learning long distances. Support facilities in online learning which does not support cause barriers to online learning.

Devices such as laptop smartphones and unstable internet networks make teaching

and learning activities difficult for teachers and students. However, some students live in areas where internet networks are not supported. In some areas, internet networks are unstable, so students look for specific places with good signals. Students still want face-to-face learning about this due to the psychological arrival, students in class give a sense of comfort, and lecturers provide more material and discussion easy to understand.

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