

The perspective of geography education students on the implementation of online learning during covid-19 pandemic

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The perspective of geography education students on the implementation of online learning during covid-19 pandemic

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Abstract. The spread of the COVID -19 outbreak does not only have an impact on social and economic aspects. The education process in schools and universities has also been severely affected by this outbreak. To overcome the obstacles in the educational process, concrete solutions are needed. One solution is to implement an online learning system by utilizing existing technology. The purpose of this research was to analyze an overview of the implementation of online learning in the Geography Education Department, LambungMangkurat University. This research used the qualitative method. The research subjects are Geography Education students, Lambung Mangkurat University who take online learning. Data collection through in-depth interviews using the google meet application. Data analysis used interactive analysis by Miles and Huberman. The results showed: students already have basic facilities to participate in online learning; implementation of online learning has flexibility in time and motivates students to be independent and learn more actively; the implementation of online learning can anticipate the spread of COVID-19 in the campus environment because it automatically implements social and physical distancing; The challenges involved in implementing online learning are the cost of buying an internet quota and no internet network (especially in rural areas). The outcomes of this research encourage the emergence of social distancing behavior and minimize the possibility of a crowd of students on campus.

Keywords: Online learning, COVID -19, student perspective

1. Introduction

Coronavirus Disease (COVID-19) has hit almost all parts of the world [1]. The beginning of the emergence of COVID-19 was found in Wuhan, China [2], and has been declared a pandemic by the world health organization [3]. Various countries have implemented policies, one of which is isolation, namely the separation of sick people with infectious diseases from uninfected people to protect people who are not infected [4]. To fight COVID-19, the Government has prohibited people from crowding around, social distancing and maintaining physical distance, wearing masks, and always washing their hands.

The spread of the COVID-19 disease caused by the coronavirus does not only have an impact on social and economic life. But it also has an impact on the world of education. Not a few countries have issued lockdown or quarantine policies that have an impact on schools or universities. As a result, children and teenagers are not going to school or universities temporarily closed for a limited time because the government is trying to slow the spread of COVID-19. United Nations Educational, Scientific and Cultural Organization (UNESCO) noted, PandemicCovid-19 impact on the education of about 300 million students worldwide (coverage 6). Until now, the condition of the spread of the virus is still concerning. In cases of positive confirmation of COVID-19 continue to increase, then it is certain that the impact on the education sector will also increase. The impact of the greatest concern is



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the long-term effect. Because students and students will automatically feel the delay in the educational process they are undergoing. The form of lectures that can be used as a solution during the COVID-19 pandemic is online learning.

COVID-19 has changed the conventional face-to-face learning system into a distance learning system or online method. Through the Ministry of Education and Culture, the Government has prohibited tertiary institutions from carrying out face-to-face (conventional) lectures and ordered them to hold lectures or learning online (Kemendikbud Dikti Circular No.3 of 2020). This is done to break the chain of spreading the virus and maintain the security and safety of students and educators. With this appeal, the learning process was carried out from home by utilizing internet technology and media. Several higher education institutions (including Universitas Lambung Mangkurat) previously conducted face-to-face learning on their respective campuses, now must adopt the e-learning learning model or what is commonly called online learning. Implementation of online learning at the Universitas Lambung Mangkurat was determined through a circular letter of the Rector of the Universitas Lambung Mangkurat no. 281 in 2020.

The application of online learning is a valuable opportunity for the world of education. By utilizing various applications on the internet, social media, such as WhatsApp, Line, Video Call, and others. This makes the community and students have to be able to adjust to online learning, they must provide supporting tools, such as cellphones, computers, and email addresses to interact with educators [5]. In addition, online learning is in line with learning in the current era of the industrial revolution of 4.0 [6].

Online learning is learning that uses an internet network with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions [7,8]. According to [9] the internet is one of the most important technologies in today's society. The use of online learning applications for education is increasing along with the increasing use of the internet.

For online lectures to be carried out optimally to achieve learning objectives, online learning media are needed that can facilitate students and lecturers. Various choices of communication media can be used by students and lecturers so that teaching and learning activities continue to run including Facebook (FB), WhatsApp (WA), YouTube (Ytb), Flickr (Flc), Instagram (Ins), Twitter (Twt), Google classroom, Skype. With various types of internet facilities, online learning is not limited to certain spaces but can be done anywhere and anytime (Aljawarneh). In addition, the application of E-Learning in learning can use the Learning Management System (LMS). LMS is a web-based technology that makes it easy for users to create and deliver content, monitor teacher participation, and engagement, and rate their performance online [10–13]. This application contains features that can facilitate prospective teachers and lecturers to interact with each other such as holding discussions, giving and doing online quizzes, and accessing learning materials anywhere and anytime as long as they are connected to the internet. Applications in the Learning Management System that are often used include SEVIMA EdLink, Moodle, Google Classroom, Edmodo, and Schoology[14]. The application is an example of an open-source LMS, accessible to anyone and free of charge. This platform can function as a learning medium as well as a learning resource for students. The flexibility of the LMS really allows educators and students to access it anytime, anywhere, and via any device (PC, Laptop, Tablet, or Smartphone). 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). The purpose of this study was to obtain an overview of online learning in the Department of Geography Education, Faculty of Teacher Training and Education, Lambung Mangkurat University during the COVID-19 pandemic. Interactor collaborate (directly/synchronously and indirectly/asynchronously). The purpose of this study was to obtain an overview of online learning in the Department of Geography Education, Faculty of Teacher Training and Education, Lambung Mangkurat University during the COVID-19 pandemic.

2. Methods

This type of research is qualitative research. The purpose of this study is to describe the online learning held in the Department of Geography Education, Faculty of Teacher Training and Education, Lambung Mangkurat University as an effort to suppress the chain of COVID-19 spread in higher education. Online learning referred to in this research is learning that uses learning media that can be accessed using internet services.

The research subjects were students of the Department of Geography Education, Faculty of Teacher Training and Education, Lambung Mangkurat University (ULM) who had implemented online learning as many as 30 people. Ten (10) students of class 2017, 10 students of class 2018, and 10 students of class 2019. Data collection was carried out through interviews via video call and google meet. Interviews are conducted with open-ended questions so that the subject is free to answer these questions.

Tabel 1. Question asked during Semi-structured interviews

Questions	Rational
- What facilities/media do you use when implementing online learning	Supporting facilities
- Where do you usually take online lectures/learning during the COVID-19 outbreak	Supporting facilities
- Internet connection type what you often use during online learning	Supporting facilities
- How is the condition of the internet signal at a location that you use in online lectures	Supporting facilities
- Applications that are effectively used in online learning	Supporting facilities
- Do you think online learning during the COVID-19 Pandemic was effective	The effectiveness of online learning
- What obstacles did you face when implementing online learning	The effectiveness of online learning
- Do you think the implementation of online learning can stop the spread of COVID-19 in the campus environment?	Online learning can cut the spread of COVID-19

Analysis of the research data was carried out using the analysis model of Miles & Huberman [15] which consists of three stages, namely data reduction, data display, and conclusion drawing and verification.

3. Results and Discussion

3.1. Online Learning Support Facilities

Online learning is a learning process that can bring together lecturers and students in virtual classroom interactions by utilizing the internet. The application of e-learning requires the support of mobile devices such as android phones, laptops, computers, and tablets which are used to access the internet anytime and anywhere [16]. The availability of internet access is very necessary for e-learning learning because the characteristics of this learning always use and utilize the internet network [17,18]. The readiness of students to access online learning must be supported by the availability of media access facilities for hardware (tools) and software (systems) that can be provided by each student, in this case, of course, to access information online students must have a laptop or smartphone so that they can be connected to it. Internet, in addition, the system in the tool must also be able to

connect to the network or with the prepared application, such as whether the device can send and receive messages in the form of video, audio, images, files, and others. In addition, the memory capacity in the device that is owned is also one of the supporters of the smooth implementation of online learning.

Based on the results of interviews with students, all students already have tools/media in the form of cellphones and laptops to take part in online learning. This can be seen in student (Ar: initials name) statement: "before the COVID-19 pandemic I already had a cellphone and laptop to support my lecture activities". Likewise, with students (As initials name) who stated: "the existence of cellphones and laptops is very important for doing college assignments". Students (Ek: initials name) also stated the same thing: "I already have a laptop and an Android cellphone that can be connected to the internet to support online learning". Besides cellphones and laptops, there are some students who have gadgets in the form of tablets, as stated by students (It: initials name): "apart from cellphones and laptops, I also have gadgets such as tablets to take part in online learning".

The implementation of online learning during the COVID-19 pandemic requires students to limit activities on campus. The activities of students who carried out online learning during the COVID-19 pandemic were mostly carried out at home. This can be seen from the statement of a student (Nk: initials name): "for the safety of myself and my family, I take online learning from home". The same thing was conveyed by students (Da: initials name): "because the spread of COVID-19 is increasingly widespread, I feel safe if I study from home online".

It should be noted that the internet connection/network in Indonesia is not evenly distributed, especially in remote areas. For students who do not have an internet network at home, they will look for other places by implementing health protocols, as stated by the student (Kp: initials name): "at home, I have no internet network, so to take part in online learning, I have to go outside the house (where who are connected to the internet) by implementing health protocols such as wearing a mask and carrying a hand sanitizer". Online learning activities carried out by students of the Department of Geography Education showing compliance with government regulations to do more study activities at home (stay at home) as a form of prevention against the COVID-19 outbreak.

For the condition of the internet connection, students of the Department of Geography Education prefer to use internet data packages instead of using Wi-Fi. This was conveyed by students (Ra: initials name) and Da (initials name): "to participate in online learning, I use an internet data package". Furthermore, it says "because there is no Wi-Fi network at home, I have to buy an internet data package to study online". The results of this interview provide an idea that internet data connections are more flexible than installing Wi-Fi at home at an additional cost every month. The use of data packages can make students always connected to the internet anytime anywhere with very wide coverage depending on the service provider used. As for student Wi-Fi, it must be within a range of areas connected to a Wi-Fi signal so that it allows more limited activity.

The condition of the internet signal during online learning, for students who live in urban areas, easier to get an internet signal. But for students who are in isolated areas, it is rather difficult to get an internet signal. A student (Da: initials name) who lives in an isolated area stated: "in the area where I live there is no internet network, so to participate in online learning, I have to go to an area with an internet signal". From this condition, it can be concluded that the internet signal during the implementation of online learning is still not optimal because there are students who live in areas that are outside the range of the internet signal. Hopefully, in the future, the signal in the student residence area will be better so that internet access will be faster and support various activities, especially in the online learning process.

Learning Management System (LMS) is a platform or software application for online learning activities. Based on the results of interviews with students in the Department of Geography Education that online learning that they often participate in uses several Learning Management System (LMS) based learning applications such as google meet, zoom meeting, google classroom, YouTube and SIMARI (an application provided by ULM). The flexibility of the LMS really allows educators

and students to access it anytime, anywhere, and through any device (PC, Laptop, Tablet, or Smartphone) [14].

Based on the results of the interview about the online learning implementation facilities, it can be concluded that each student already has adequate facilities for online learning. This shows that students of the Department of Geography Education are ready to take online learning. According to [19] studying at home is not a problem because learning can be done anytime and anywhere, especially supported by adequate internet facilities. In line with [6] states 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. The advantages of doing online learning, one of which is increasing the level of interaction between students and lecturers/teachers[20].

In general, the speed of internet network access in Indonesia is relatively slow, the availability of the internet network is still limited and the price for accessing the internet is relatively expensive, thus becoming obstacles to online learning. In its implementation, online learning has obstacles. The obstacles to the learning process with the online system that students often face are starting from limited quotas, the cost of purchasing a quota, and an unstable internet network. The existence of internet network facilities is the main thing in online learning because it is related to the smooth learning process. The existence of students who are far from the city center or far from the reach of the provider network certainly cannot carry out the learning process smoothly. Online learning has weaknesses when internet services are weak, and lecturers' instructions are poorly understood by students [21]. Online learning has several weaknesses, namely the use of the internet network requires adequate infrastructure, requires a lot of money, communication via the internet has various obstacles/slow[20]. Even though there are obstacles, online learning can be said to be effective if students can achieve learning objectives and students are active with the interaction between lecturers and students in learning and not only centering on lecturers. One of the main characteristics of the success of online learning is the ability and willingness of students in the learning process by directing the learning process according to the needs they want, also known as self-directed learning or often abbreviated as SDL. The learning process using SDL is considered successful if students have been able to direct the learning process without the help of the learners [22].

3.2. *Effectiveness of online learning*

One of the alternative forms of learning that can be carried out during the COVID-19 emergency is online learning. The implementation of online learning requires students to be able to identify, recognize, and make their own decisions regarding the learning progress they have planned. Students must also learn how to communicate via the Internet. Online learning is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions[23]. Research conducted by[24] shows that the use of the internet and multimedia technology can change the way of conveying knowledge and can be an alternative to learning that is carried out in traditional classrooms.

In fact, online learning played an important role during the COVID-19 pandemic. Online learning systems can help implementers of learning (campuses) to manage, plan, convey, and track the learning process. Furthermore, it aims to help teaching staff, schools and universities facilitate, student learning during university and school closing periods. In addition, the purpose of implementing learning is to ensure learning continues during the COVID-19 pandemic [25]. Online learning was carried out in the Department of Geography Education, Faculty of Teacher Training and Education, Lambung Mangkurat University efforts to break the chain of spreading COVID-19 using learning applications that can be accessed via the internet network.

Based on the results of interviews with students, it can be concluded that students are satisfied with flexible learning. With online learning, students are not constrained by time and place where they can attend lectures from their homes or from other places. With online learning, lecturers provide lectures through virtual classes that can be accessed anywhere and anytime, not bound by time and space. The results of the study [26] show several advantages of implementing online learning

including (1) flexibility, students have the opportunity to choose a suitable time and place for them; (2) can increase knowledge because of the ease of accessing a large amount of information; (3) provide greater opportunities for students in online discussion forums because it can remove obstacles such as fear of speaking; (4) online is considered cost-effective because there is no need to spend money to travel; (5) can help compensate for the lack of academic staff, including instructors or teachers and lab technician facilitators, and so on; (6) the use of online allows students to learn at their own pace, for example in an asynchronous way.

Based on the results of the interview, it was also found that after the initial implementation of online learning, students could not adapt. But after several online lecture meetings were held, students were familiar with the online learning system. This is in line with the opinion [27] which states that students as generation Z, cognitively, skills, and attitudes do not have significant obstacles in taking online learning. The use of technology to help students learn can be implemented well if they are supported by external factors that can overcome learning barriers, namely the availability of an adequate internet network for learning access, online platforms and learning media that are suitable for learning content, as well as a conducive environment that supports motivation and enthusiasm for learning [26]. Research by [28] informs that the flexibility of time, learning methods, and place in online learning has an effect on student satisfaction with learning.

From the results of the interviews, it was also found that online learning eliminates awkwardness which in turn makes students dare to express questions and express ideas freely. This is in line with [28] explained that the absence of physical barriers as well as space and time limitations causes students to be more comfortable in communicating. The absence of a physical barrier in question is the absence of a lecturer directly or physically which also causes students to feel uncomfortable in expressing ideas.

Furthermore, online learning also has the advantage of being able to foster self-regulated learning. An independent student is a student who is actively involved in maximizing his opportunities during learning. This can be realized if they actively control everything they do, evaluate, and then plan something deeper in the learning that is being passed and want to be active in the learning process. De Corte[29] argues that "self-regulation is a major objective of mathematics education ... and ... a crucial characteristic of effective mathematics learning". That self-regulation skills have important benefits on learning and performance achievement[30–32]. Through the development of independent learning, it is hoped that it can support the progress and achievement of student learning. The use of online applications can increase learning independence [33]. Online learning requires students to prepare their own learning, evaluate, organize, and simultaneously maintain motivation in learning [34,35]. Online learning can increase student interest[36].

3.3. Online learning can reduce the potential for the spread of COVID-19 on campus

Online learning is learning that is carried out by using an internet connection as a liaison for communication between educators and students without physical contact. The 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.

Distance learning not only has drawbacks but also has advantages. The advantage is that students can study at home in a relaxed manner so that they can save time and energy without having to leave the house. Students become proficient in using information and communication technology. Students can study the material provided by the lecturer easily and can even be accessed anytime and anywhere. Students can also establish good communication with their families. The existence of online learning also makes students avoid COVID-19 so they can break the chain of transmission of the virus.

Based on the results of interviews with students of the Department of Geography Education, it can be concluded that the application of online learning allows students to attend lectures from their respective homes. They can access teaching materials and send assignments given by lecturers without

having to come to campus. This can reduce the potential for crowds to appear on campus as might happen if face-to-face learning in class is still carried out [37]. That limiting mass gatherings can reduce the potential for the spread of COVID-19[38].

COVID-19 is a disease with a relatively fast spread rate. This disease is caused by the Coronavirus which specifically attacks the human respiratory system [39]. Controlling infectious diseases can be done by minimizing contact between infected people and people who are susceptible to infection [40]. Maintaining a distance to reduce physical contact that has the potential to transmit disease is known as social distancing [41]. Learning that implemented using internet technology allows interaction via the web, where lecturers and students are in completely separate places [42]. The location of separate students and lecturers during learning minimizes the possibility of physical contact so that in turn it can encourage the emergence of social distancing behavior. According to [43] implementing social distancing is considered an action necessary to suppress the spread of COVID-19.

4. Conclusions

To reduce the spread of COVID-19 on campus, the Department of Geography Education carries out online learning as alternative conventional learning. Students' perspectives on the implementation of online learning in the Department of Geography Education are known that in general students already have the basic facilities needed to take part in online learning. However, there are several things that must be considered, including the availability of internet services and additional costs that must be incurred by students. Online learning received very good responses from students, especially regarding the flexibility of its implementation. This learning method is also able to trigger learning independence and encourage students to be more active in lectures. The implementation of online learning allows students to take lectures from their respective homes. This encourages the emergence of social distancing behavior and minimizes the possibility of a crowd of students on campus.

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FINAL GRADE

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GENERAL COMMENTS

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