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Analysis of Online Learning Activities During the COVID-19 Pandemic at Sulthan Thaha Saifuddin State Islamic University of Jambi

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Abstract. This study aims to obtain objective information about the online learning activities of students of the Islamic Civilization and Humanities Faculty of the Sulthan Thaha Saifuddin State Islamic University of Jambi as implementing the rector's instructions to carry out the learning process at home during the COVID-19 emergency response period. The research method used is descriptive method with survey research. Data collection techniques used are in direct communication techniques with data collection tools through questionnaires using Google Form media. Respondents in this study amounted to 280 students from the Arabic Language and Literature Department, English Literatures, Library Science, and Islamic Civilization History of the Islamic Civilization and Humanities Faculty of the Sulthan Thaha Saifuddin State Islamic University of Jambi. The results obtained from this study indicate that online learning activities of students during the COVID-19 emergency response to home study policies were "quite good". With the force majeure situation and with all the challenges and obstacles that are expected in the future can be used as an evaluation and experience in online learning both for students and lecturers.

Keywords: analysis, activities, online learning, COVID-19 Pandemic

1. Introduction

The Covid-19 pandemic has now hit almost all countries globally. Although at the beginning of the outbreak there were a number of countries that seemed relaxed facing it, now each country has shown its seriousness in fighting against the attack of Covid-19. Each country is making every effort to deal with this pandemic in order to limit the area of virus spread and minimize the number of people exposed and death tolls [1]. Watching developed countries seem overwhelmed by the spread of the epidemic and seem unable to suppress the death toll, one immediately concludes that the progress, wealth, and greatness of a country does not guarantee success in suppressing the Covid-19 attack. Instead of the wealth of natural resources and the source of state funds, the readiness of a country's



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leadership seems to be more a determinant of the level of effectiveness in dealing with a Covid-19 pandemic attack [2].

Outbreaks of the 2019 Coronavirus Novel (2019-nCoV), which continues to expand, causing the worldwide COVID-19 Pandemic to cause the first global health crisis in the millennium after the Spanish Flu Pandemic in 1918 [3]. The closure of schools and educational facilities is the choice of many countries, both at the basic level and university level. That reality made panic at the United Nations [4]. The largest international organization in the world is aware that the education sector is one of the sectors that is strongly affected by the outbreak of the coronavirus. With its rapid and large-scale distribution, the situation is getting worse. ABC News March 7, 2020, said that school closures had been carried out in more than ten countries affected by the COVID-19 outbreak [5]. UNESCO or the largest organization that handles education, science, and culture under the United Nations says that at least 290.5 million students worldwide are disrupted by their learning activities due to the closure of schools or universities [6]. In the United States, both elementary and tertiary schools are not immune from aggression by the coronavirus. All student exchange programs must be stopped until a deadline that has not been established by universities in the United States [7]. Not only in the United States, Italy with the worst conditions due to coronavirus inevitably several US universities call back students who are conducting a study exchange in Italy [8].

The policy is related to the decision of the Centers for Disease Prevention and Control (CDC) which decided Italy from a Level 2 emergency status to Level 3 on 26 February. Gonzaga University, Villanova University, Fairfield University, Tampa University, Florida International University, Elon University, Chicago Loyola University, Penn State University, Miami-Ohio University, Stanford University, University of Maryland-College Park, Syracuse University and Miami University have attracted students back they are to return immediately from Italy to the United States [9]. The COVID-19 attack resulted in a lockdown in New York, United States. The COVID-19 attack resulted in a lockdown in New York, United States. Some students from Villanova University are required to be quarantined for approximately 14 days before they return to campus. In Washington, which is an affected area where many cases are found, but health officials say that there is no protocol regarding the closure of educational facilities there. Several countries, including China, Japan, and Italy have closed education facilities, both schools and universities throughout their country with the aim to break the chain of viruses that are one family with the flu [10].

Nearly 290 million students are affected by the spread of COVID-19 which is increasingly widespread and uncontrolled, said UNESCO. Chinese students are the biggest affected, which is believed the virus first appeared. The coronavirus continued to spread until it entered the special administrative areas of Hong Kong and Macau, causing 233 million more students to be unable to move in schools because of the virus. Japan alone affected nearly 16.5 million students, according to the UNESCO Institute of Statistics data [11]. Some classes were canceled at educational institutions in the United States due to the spread of the corona virus. The affected school was canceled by the Discovery Elementary and the Mariner High School, in the state of Washington, with a sharp increase in the number of positive COVID-19 patients. Some educational institutions located in New York were not spared the impact of taking the policy of closing schools after 22 cases were confirmed by local health officials. In Los Angeles, officials there declared a state of emergency by confirming the closure of educational facilities to parents because it was a matter of necessity to break the chain of war against corona. On March 10, an emergency meeting was held by UNESCO to discuss the closure of related educational facilities. uncontrolled spread of COVID-19 [12].

UNESCO states that it supports the application of learning programs with distance learning on a large scale to reach students from a distance. The world of education has not been spared the impact of the spread of the coronavirus which has become a pandemic, this fact makes the reason for the central government to the regions issued a policy to dismiss face-to-face activities in all educational institutions [13]. The policy was taken to break the chain of coronavirus spread. By not implementing face-to-face

learning, it is expected to narrow the scope of the spread of the COVID-19 pandemic. This policy was also followed by countries affected by the COVID-19 pandemic. The policy was taken to limit the interaction of many people believed to be a chain of distribution of virus corona. In the beginning, the world of the economy was very much affected by the spread of this carnivorous, but at this time the world of education also participated felt the impact [14].

With this situation, many affected countries have taken steps to include face-to-face learning activities, including in Indonesia itself, this fact is encouraging governments or educational institutions to bring up an alternative implementation of education for students or students who are affected by not being able to carry out face-to-face learning directly in class. UNESCO provided data that more than 39 countries closed their educational institutions with the number of students affected by this policy as many as 421,388,462 students both in schools and higher education [15]. The students most affected by the corona virus are in China with more than 233 million students. At present there are 61 countries in Asia, Africa, Europe, South America and North America that have issued policies to implement restrictions on learning activities both in schools and universities. Under such circumstances UNESCO provides direct support to affected countries to implement inclusive online or distance learning solutions .

Nearly 421.4 million more students in the world feel the impact of the policy on the closure of educational institutions in these countries. This situation eventually made online learning tools formed as a solution by the countries affected by the Covid-19 Pandemic. According to the UNESCO website, 577 million students in the world are threatened by the spread of the corona virus. The total number of students potentially affected by this Pandemic from pre-school education to high school reached 577,305,660. Even higher education is not the least affected by the existence of this Pandemic which reached 86,034,287 students [16].

At this time all campuses in Indonesia are implementing online learning policy policies from distance or online lectures. In order to break the chain of transmission of the corona virus, social restrictions are imposed on everyone. With the enactment of this policy has an impact on the closure of places of worship and the agenda of gathering the canceled period. The outbreak of the corona virus also caused the Work From Home (WFH) policy to take effect. Until finally schools and campuses nationally carry out online learning. This fact has made Pandemic Covid-19 have a serious impact on the education sector globally. Higher education as one of the institutions affected by the spread of co-19 after educational institutions at pre-school level, elementary level, junior secondary level and also at the senior secondary level. All levels of educational institutions in Indonesia ranging from basic education to colleges or universities under the auspices of the Ministry of Education and Culture or those under the auspices of the Republic of Indonesia's Ministry of Religion felt the adverse effects caused by students or students required to study online from home due to the cessation of direct learning face to face in class to break the chain and the exposure of the coronavirus.

In fact, the students are not yet fully accustomed to doing online learning activities. There are still educators and lecturers who are not yet proficient in teaching through internet or online technology learning media especially those in the regions [17]. Dabbagh, N. states that the characteristics of students in online learning activities are, as follows [18]: 1. Learning Spirit: Students in learning must have high or strong enthusiasm for independent learning. In online learning, students themselves determine the criteria for mastery learning and understanding of the material. Students are charged to be independent and knowledge is found on their own. The independence of student learning causes different successes. 2. Literacy towards Technology: Besides independence in learning, students' understanding of the use of technology in online learning is the success of online learning. The mastery and understanding of the technology that will be used for online learning is what students must do before learning online. Tools that are often used as online learning are laptops and smart phones or other gadgets. With the development of the 4.0 era more and more features or applications are used as a means of online learning. 3. Interpersonal Communication Ability: Interpersonal skills and

communication skills are things that students must master in order to succeed in online learning. Interpersonal skills are needed for interaction and relationships between other students. As social creatures still need interaction with others, even though online learning is carried out independently. Therefore still must be trained in interpersonal skills and communication skills in social life. 4. Collaborate: Understand and use interaction and collaboration learning. Online learning is carried out by students themselves, therefore students must be able to interact with other students or with lecturers in the forums that have been prepared. The interaction is required especially when students have difficulty understanding the material. Apart from that, students need to maintain interaction to train their social life. So as not to be formed into a person who is very individualistic and anti-social because of online learning. With online learning also students are able to understand learning by collaboration. Students will be trained to be able to collaborate both with the surrounding environment or with various systems that support online learning. 5. Skills for Independent Learning: The ability to learn independently is a characteristic of online learning. In online learning it is very necessary to be skilled in learning independently. Because during the learning process, students will search, find and conclude that they have learned independently. Self-learning is a process in which students are directly involved in identifying what needs to be learned to be a holder of control in the learning process. When learning independently, the motivational element becomes so important for determining success in the learning process [19].

2. Methodology

The method becomes one of the important elements in a study. The type of research used by researchers is a type of descriptive qualitative research that studies existing problems and circumstances which exist. The purpose of this qualitative descriptive study is to describe the current behavior. In qualitative descriptive research, there is an attempt to describe, analyze notes, and clarify conditions which are now. You could say this qualitative descriptive study aims to obtain information about the existing situation [20].

As stated by M. Subana and Sudrajat that descriptive research tells and interprets the data that occurred during this research and presents it as it is. Descriptive method is a form of decomposition and clarification that has a relation to existing conditions, ongoing processes or the development of trends. In this study data collection using a questionnaire that has been adjusted to the purpose of this study [21]. Questionnaire or questionnaire is a data collection technique that is done by giving a set of written statements to the respondent to answer. In this study, the form of research used was surveyed research. Ford ES (1998) suggested that the characteristics of survey research are as follows: a. Survey data can be collected from the population, it can also be collected from only a portion of the population. b. For one thing, the data is real. c. The results of the survey can be used for limited purposes, because the data collected is limited by time, and when it is collected. d. Survey results are usually used as a solution to problems that are incidental. e. Basically the survey method is a cross-sectional method [22]. While Fraenkel and Wallen (1990) suggested that there are two forms of surveys that can be carried out, namely "Cross-sectional surveys and longitudinal surveys" f. Tends to multiply quantitative data g. Rely on quantitative data techniques h. Rely on data collection techniques in the form of questionnaires and structured interviews. Survey techniques are used to gather information from a number of people about a particular topic or issue [23].

Therefore, this research was conducted by conducting a survey by distributing questionnaires through Google Form with a population of students of the Arabic Language and Literature Department of the Islamic Civilization and Humanities Faculty of the Sulthan Thaha Saifuddin State Islamic University of Jambi in order to obtain the data needed, then the data are analyzed and described to obtain answers to questions.

3. Result and Discussion

Based on research and data that has been collected, the research results will be describable served. Describes the results of research that have been collected will be used to illustrate student online learning activities which include: learning spirit, technology literacy, ability, interpersonal communication, collaboration, and skills for independent learning.

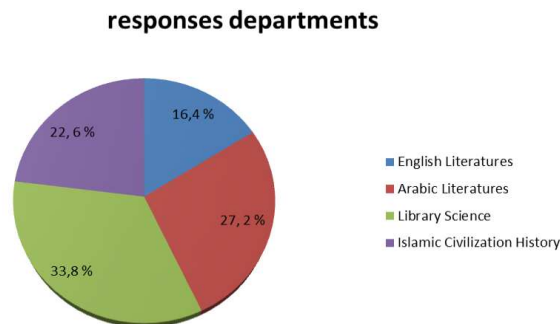


Figure 1. Responses department

Based on the data obtained, it was found 280 samples of students of the Islamic Civilization and Humanities Faculty of the Sulthan Thaha Saifuddin State Islamic University of Jambi in 4 departments. Furthermore, what has been obtained can be described in detail in each aspect described as follows:

- a. learning motivation or student enthusiasm for learning is obtained as much as 13.4% of students very enthusiastic, 46.2% of students enthusiastic in implementing online learning while 27.8% answered quite enthusiastically and 12.6% the rest answered not enthusiastic. From the data obtained can be categorized as "good". That can be answer that students are 'good' in carrying out online learning activities with study motivation or good study spirit.

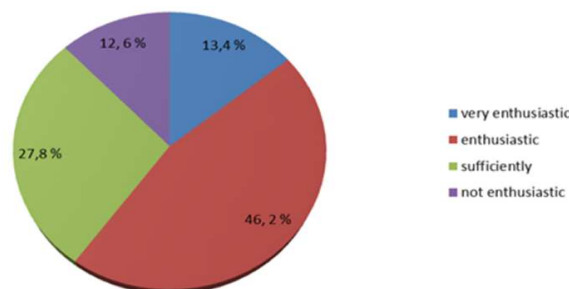


Figure 2. Learning Motivation

- b. Literacy activities towards technology in online learning are 61.4% of students answered: "very good" in terms of mastery of various technologies used, whereas as much as 21.7% "good" in mastering the online technology media. The remaining 16.9% students have difficulty in implementing learning by using media technology online learning. This illustrates that students are "good enough" in learning activities online through the use of online media and literacy in technology.

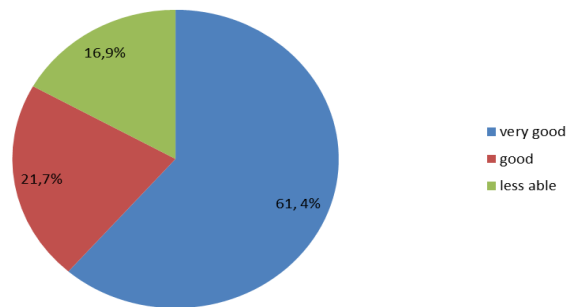


Figure 3. Literacy activities towards technology in online learning

- c. In terms of interpersonal communication skills, 36.2% of difficulties were encountered communicating independently with peers, while as many as 39.2% felt quite not a difficulty in interpersonal relationships. While the remaining 24.6% did not feel difficulty in communicating with colleagues. This illustrates that students in terms of interpersonal communication activities using online media can be said to be 'lacking'.

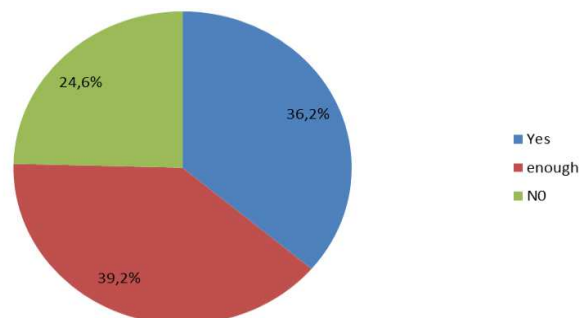


Figure 4. Interpersonal communication skills

- d. In terms of collaborating both with the teacher and classmates when implementing learning obtained data as much as 54.7% of students difficulty in collaborating or discussing, whereas 37.2% stated that it was quite good in terms of discussion or collaboration with teachers or peers through online learning. The remaining 8.1% of students stated no difficulty in collaborating during online learning. This can interpret that students are 'lacking' in implementing collaboration with both the teacher and discussion groups through online learning media.

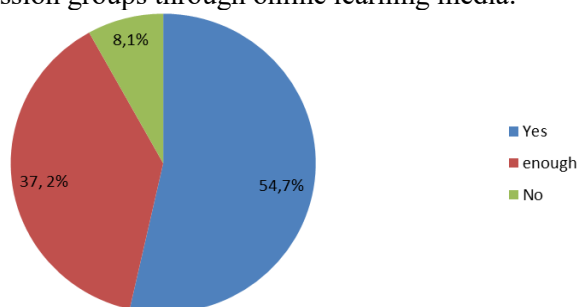


Figure 5. collaborating both with the teacher and classmates when implementing learning

- e. The skills for independent learning in students can be seen from the independent learning activities of students outside the busy online lecture schedule by doing as much as possible independent learning, 48.3% of students stated doing 3-4 times a day, then 36.7% doing less independent learning activities from 2 times a day. 9.4% conducted independent learning activities 5-6 times a day, the remaining 5.6% conducted independent learning activities more than 7 times a day. The

implementation of independent learning activities is carried out both through online media and book reading activities.

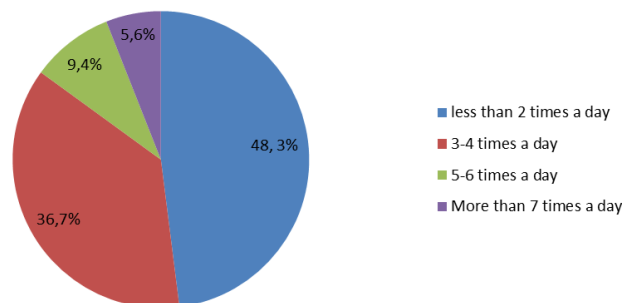


Figure 6. The skills for independent learning in students

Learning activities in essence are very much in need of activity because in the absence of activity learning activities will not take place properly. In the process of learning, activities must involve all aspects of students, both physical and spiritual so that changes in behavior can change quickly, precisely, easily and correctly, both related to cognitive and affective aspects of psychomotor [24]. In online learning activities, students are no longer merely passive by waiting for material from lecturers, this is due to the role of a lecturer as a full facilitator. As stated by Schreurs B, Cornelissen F, De Laat M (2019) that in the online-based learning, teachers, lecturers, tutors, the instructor becomes a facilitator, guide, or even an expert resource person, and is no longer the sole determinant of student learning experiences. When becoming a facilitator, it is definitely a task and the role of a lecturer has changed [25].

With the spread of the co-19 pandemic so rapidly sweeping the world, this caused lecturers and students inevitably struggle with this situation. Situations that were previously a learning process took place face to face, with direct guidance to meet with the physical lecturer to be something that can't be done anymore. With different circumstances not as usual and with different learning processes students are required to continue to have the spirit of undergoing learning activity. From the results of the research written above the students are still spiritually awake, his studies or learning activities are still in good condition even with emergency response conditions which requires study or college activities at home.

Implementation of learning activities at home with online media requires students to master the media diversely. With the diversity of online media that has never been used before, students are required to master it. Diverse online lecture activities result in the use of various online media or applications also for the effectiveness of the course. In literacy activities towards technology and the use of diverse media, students are quite good at its use. This is fundamental in online learning activities, where when a person students do not master media literacy in online learning technology, learning activities online can't work properly.

As a social creature, communication between people is definitely needed, that is what it underlines the importance of interpersonal abilities. Online learning activities despite their implementation carried out independently at home this should not limit also interpersonal communication. With the diversity of communication media at this time, it is possible for students to choose and use it easily and effectively. Online interpersonal communication is believed to make it easier today for communication between individuals. From the results of the data obtained above in terms of interpersonal communication outside of online lectures to discuss preparation or discussion shows difficulties. However, most students also felt that they could do with interpersonal

communication through online activities. That is because of the distribution of students returning to their homes with conditions different internet networks in each student's residence.

The collaboration aspect is something that cannot be separated in learning activities at this time. In line with that stated by Webb NM (2009) that collaboration skills can train in exchanging ideas and information to find creative solutions and successes to solve tasks really depend on the degree to which they interact with each other [26]. Therefore, it is collaboration in learning activities becomes a necessity that cannot be underestimated currently. With the existence of online learning activities that replace face-to-face learning students based on the data that have been taken expressed difficulties in engaging in collaborative activities online lecture activities. However, almost half of the students stated that they were quite good at implementing it collaboration during lectures.

Implementation of online learning requires students to do online learning activities independently. Self-study skills are characteristics or characteristics in independent learning. In line with Mulyono D, Asmawi M, and Nuriah T (2018) which states that student learning outcomes have high learning independence is better than the learning outcomes of students who have low learning independence. This is because when students have high learning independence, it is easier to recognize self-control in yourself and others. Based on these opinions, skills independent learning is something that cannot be left behind in the implementation of independent learning activities. In online independent learning activities outside the student's online lecture schedule activities carry out an average of 3-4 times a day. The statement proves that with existence The Covid-19 pandemic, which requires distance learning from home does not make it difficult for students in implementing online independent learning by utilizing a variety of online media. Based on data collection research results can be concluded that the implementation of learning activities during the Covid-19 emergency response period, the students did well. But learning activities this online needs to be improved because learning activities are an important thing to achieve learning goals. Underlying is they still found obstacles in the implementation of online learning activities in the current Covid-19 emergency period.

4. Conclusion

Based on the analysis of the questionnaire data obtained, it can be concluded that The implementation of online learning activities for students of the Arabic Language and Literature Department of the Islamic Civilization and Humanities Faculty of the Sulthan Thaha Saifuddin State Islamic University of Jambi is running "pretty good". This is the basis for the implementation of online student learning activities good enough in its implementation. Thus, it can be concluded from the five characteristics of the activity online learning, including learning spirit, literacy in online learning technology, activities, interpersonal communication, collaborative activities, and independent learning can be concluded the average goes pretty well. There are several obstacles to the implementation of learning activities online is expected to be a future evaluation so that it is always ready when dealing with a situation like this.

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