Practices, Challenges, and Prospects of Online Learning during COVID-19 Pandemic in Higher Education: Lecturer Perspectives

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ABSTRACT

This study aimed to investigate the lecturer's perspectives during COVID-19 pandemic in higher education. The participants have consisted of 8 from various universities in Indonesia. In this study, researchers chose narrative analysis as a research approach. A narrative analysis was used to explore lecturer perspectives or views on e-learning based on the practices, challenges, and prospects during COVID-19 pandemic. Based on the lecturers' perspective, the researchers concluded that online learning applications are beneficial for some lecturers to deliver lecture material without face to face, although there are some obstacles such as inadequate internet access. Some campuses provide self-developed applications to facilitate teaching lecturers and provide access to students to study lecture material. Some teachers also used online learning service provider applications or third parties such as Youtube, Zoom, Google Meet, Google Classroom and other online applications. Overall lecturers in universities can use existing learning applications. Efforts are needed to develop further, train, and improve infrastructure facilities to support online learning in the future. Online learning has high prospects and potential to be applied due to its extremely related to technological developments and ever-changing times wherever everything is quick and economical.

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INTRODUCTION

Growing numbers of colleges and universities are shuttering their doors to mitigate the spread of COVID-19. In turn, educators have had to respond by taking their courses online within a matter of days. Many of them lack experience teaching online and are now scrambling to figure out how to make remote classes work for their courses (Read, 2020). Furthermore, (Ahluwalia, 2020), e-learning has become the necessary norm; many teachers find it challenging to conduct distance learning without proper guidelines. In Indonesia, (Azzahra, 2020), the rapid spread of COVID-19 has forced governments to close schools and enforce at-home distance learning. Various initiatives are underway to ensure study activities continue despite the absence of face-to-face schooling. According to (Ariff, 2020) argued that schools and universities are closing down their campuses, many indefinitely, and abruptly forced to transfer their learning online using free services such as Google Classrooms and Zoom and burdening their students with heavy assignment loads, with questionable results.

We are in the midst of the fourth wave of technological progress: the rise of new digital industrial technology known as Industry 4.0. This connected system (also referred to as a physical, cyber system) can interact with each other using standard Internet-based protocols and analyze data to predict failures, self-configure, and adapt to changes. It enables faster, more

flexible, and more efficient processes to produce higher-quality goods at lower costs. However, it is inversely proportional to Indonesia's infrastructure that is not yet fully supportive and adequate for the online learning process.

When online education first emerged, one hope was that teaching with technology would be more efficient and effective than conventional methods today. Maybe the faculty can teach more students with improved quality by utilizing a new technology. It has not been proven to be the case. Academic leaders continue to report that it takes more time and effort for teaching staff to teach online courses rather than teaching appropriate face-to-face courses (Allen & Seaman, 2015). It cannot be denied that online learning requires more faculty efforts to encourage improvements in the use of online learning media than just face-to-face instruction. The biggest problem lies in inadequate infrastructure that causes not everyone can access the internet. It is an obstacle to the implementation of online learning. Previous research (Kisanga & Ireson, 2015) found five significant barriers: poor infrastructure; financial constraints; inadequate support; lack of e-learning knowledge and teachers' resistance to change.

Another previous research, (Dunlap & Lowenthal, 2018) is recommended in general categories (e.g., learning, teaching, design, support). There are four themes related to effective online course design and facilitation:

1. Supporting student success
2. Providing clarity and relevance through content structure and presentation
3. Establishing a presence to encourage a supportive learning community
4. Becoming better prepared and more agile as an educator

Also, Martin, Budhrani, & Wang (2019), the implication of their study are

1. faculty who are teaching online or getting prepared to teach online,
2. instructional designers who assist faculty in their preparation to teach online, and
3. administrators who can provide support for the faculty to prepare for online teaching.

The faculty need to be prepared in all four online teaching areas: course design, course communication, time management, and technical. By reflecting on previous research, Schlenz, Schmidt, Wöstmann, Krämer, & Schulz-Weidner (2020) show that students and lecturers' perspectives on online learning are dominated by positive perspectives, providing opportunities to use online learning even after COVID-19 in the upcoming curriculum.

Online Learning

Smart & Cappel (2006), argues that the basis of effective online learning is comparable to the foundation of effective learning in general. (Means et al., 2009) argues that online learning is defined as learning that takes place partially or entirely over the Internet. This definition excludes purely print-based correspondence education, broadcast television or radio, video conferencing, video cassettes, and stand-alone educational software programs.

Most authors describe online learning as access to learning experiences via some technology (Conrad, 2002). Therefore, (Coogole & Floyd, 2015) argues that online learning can be presented in synchronous, asynchronous, or hybrid learning environments. Synchronous learning environments are those settings where learning occurs in real-time and might incorporate activities such as an instructor lecture, collaborative activities, and student questions. All members of the course are logged on at the same time each class meeting. Asynchronous environments are those settings where the students engage in activities that occur independently from the instructor or other peers. Asynchronous environments might include reviewing a pre-created learning module, threaded discussion boards, and conversations via email with the instructor or class peers. A hybrid course can take many forms. Some course meetings are synchronous, while other activities are completed independently or asynchronously.

In addition, Simamora (2020) argued that online learning can expand the range of courses available to students, especially for students who live in rural or inner cities. Online learning provides flexibility to students who face conflicting scheduling of concurrent subjects, enhances the teaching of technology skills by instilling technological literacy in

academic learning content; and provide professional development opportunities lecturers, including mentoring and learning in the scientific community colleges.

Teaching in Online Learning Environments

The current situation is very relevant to opinion of Santos et al. (2019) argues that online courses are increasing worldwide probably because of the convenience of location and touted as student-centric because the instructor is a facilitator in online teaching. However, there are serious concerns among instructors about the integrity of online teaching about cheating and the limitations of technology for instructor-student interaction. Choi (2016) argued that learning strategies may vary according to the subjects, learning environments, and learners' preferences, it may appear obvious that learning strategies are the most proper attribute that accounts for the endogenous learner's characteristic in learning, as well as that explains how learners learn in certain learning situations.

Oliver (2001) founded that teaching online is a vastly different process to conventional teaching. It usually involves changes to both pedagogy and teaching practice. For online teaching to become mainstream, it is necessary for institutions to ensure that their teachers have appropriate skills and expertise in not only the delivery of online courses and programs but also their design and development. A substantial proportion of the literature describing online learning provides evidence of a lack of teacher readiness for large scale moves to online learning. For example: teaching online, using technology in teaching, technology currency, and teacher training.

According to Albrahim (2020), online teaching competencies and talents have to be determined in order to help format expert improvement packages for online instructors. These capabilities and competencies are classified into six categories: (a) pedagogical skills, (b) content skills, (c) plan skills, (d) technological skills, (e) management and institutional skills, and (f) social and conversation skills. Online college can use these sets of competencies to self-evaluate their capabilities to educate on line and pick out their education needs.

RESEARCH METHOD

A narrative analysis guided this study. Using narrative analysis to explore the perspectives or views based on the essay writing of lecturers on the use of e-learning based on the practices, challenges, and prospects during COVID-19 pandemic. According to Ary, Jacobs, Sorensen, & Razavieh (2010), the researcher and those telling their stories have an equal voice in determining the meanings attributed to the experiences. Contributors and narrators in this narrative study are lecturers who teach in higher education—both public and private—in Indonesia. Contributors and Narrators are pseudonyms or initials, such as RS, DF, EP, DP, SP, FW, LS and RT.

Figure 1. Flowchart of Research Procedure

RESULTS AND DISCUSSION

The discussion of the essential point is arranged by the sequence practices-challenges-prospects based on essay writing of lecturer on the online learning during COVID-19 pandemic.

Lecturer I (RS)

Practices

There are many terms used to describe learning delivered online, through the internet, ranging from Distance Education, Computerized Electronic Learning, Online Learning, Internet Learning, and many others. Whatever its name, online learning is a course that is explicitly delivered via the internet to places other than the classroom where the teacher or lecturer teaches.

Amid COVID-19 pandemic, online learning is a great concept. This allows the balance of work-life, and anyone can learn according to their desires. Online learning should have started long ago since the 4.0 industrial revolution was voiced in the world since the internet of things. Online learning has completely changed the way learning is given to students. Unlike other traditional teaching methods, online learning makes learning simpler, easier, and more effective. I think online learning accommodates everyone's need; anyone can access unlimited amounts of content. In the traditional form of learning, if a teacher cannot attend lectures, the instructor can prepare the topic itself on a learning platform to attend lectures at any time without being there. Every instructor and student can use various applications suitable for teaching and learn through electronic media, such as email, websites, downloadable content (videos and text documents), including video or text lectures, online tests, interactive activities, etc.

In addition, online learning is a way to provide fast delivery of lessons. Compared to traditional classroom teaching methods, this mode has a relatively fast delivery cycle. This shows that the time needed to learn is reduced by 25%-60% of what is needed in traditional learning. Online learning also helps create and communicate training, policies, concepts, and new ideas.

There are many platforms offered on the internet to facilitate online learning. I chose several of these platforms to support teaching and online learning with students. For example, I teach by using Zoom, Email, Google Form, Youtube and WhatsApp. Especially, using video conference allows me to provide learning material to students quickly. According to Jeong, Smith, Longino, Merel, & McDonough (2020), video conference technology has allowed students to easily connect across campuses, building community in a difficult time.

On the below is one proof of the use of Youtube as a learning media because all students can access learning content/material, both from gadgets or from their laptops.

Figure 2. A Screenshot of Youtube

In addition, the Indonesian Institute of the Art, Yogyakarta is also at the stage of developing an online learning platform in the form of E-Learning in order to make it easy for students to access learning material. In this case, the campus involved several lecturers to conduct an E-Learning trial. The picture below is the initial display of E-Learning after logging in using your ID and password.

Figure 3. A Screenshot of Dashboard

Furthermore, lecturers are given the convenience to be able to access, process, organize, enter and edit courses on E-Learning by choosing navigation then choosing courses. Below is a display of the courses that will be studied by each student.

Figure 4. A Screenshot of Courses

In essence, online learning provides convenience, comfort, flexibility, and accessibility to a large group of teachers, less pressure, more learning, variety, and affordability, diversity of knowledge, instructors can be well tested, trained, experienced, and quality.

Challenges

The impact of the COVID-19 pandemic not only disrupted the economic sector, but also impacted education, especially Indonesian education. Some schools and universities finally decided to close schools and campuses to reduce human contact and minimize the surge in victims of the virus. The use of online learning applications does have a practical impact, but also creates many obstacles in teaching and learning online. In general, I summarize as follows: First, of course, flat, and boring with the text being read endlessly and there is no meaningful interactivity. Second, the lack of building relevance, or implication of content between instructors and students. Third, the excess of information due to the long duration of the course, fast steps, too many learning outcomes covered in one time. Fourth, technical problems such as unstable internet signals. Fifth, students who live in regions are constrained by the internet access. As Famularsih (2020) founded that in this pandemic situation not all students have good internet connection because of some of them live in slow-speed internet connection area. Sixth, there is no or not enough feedback about student performance. There are many obstacles encountered in teaching and learning based online.

Prospects

I think, Education 4.0 is the future of education, which responds to the needs of the Industrial Revolution 4.0, specifically online learning or E-learning. Education 4.0 has the potential for digital technology, open source content, and new humanity in a globally connected world. Education 4.0 sets a blueprint for the future of learning from childhood to school, for learning at work, to play a better role in a society. Education 4.0 is a flexible educational revolution that is tailor made and taught by teachers who become mentors to their students. It impacts on anyone being an active lifelong learner and is a model of ongoing independent education. According to Rapanta, Botturi, Goodyear, Guàrdia, & Koole (2020), in order for higher education around the world to be more competitive, evidence of faculty readiness in terms of professionalism is required. Online teaching is an important part of such professional readiness but not the only one. Colleges should invest in the professional development of teachers in their faculties, to keep them updated on effective pedagogical methods with or without the use of online technology.

To be able to achieve sustainable education is to create a dynamic learning system that continuously interacts with students and modifies the online learning content offered according to their specific needs at a certain time, and which in turn does, so by integrating students with heterogeneous groups of students, even though everyone has specific needs, they can meet at certain points to do common tasks.

It is undeniable, we have entered the era of the Internet of Things and inevitably the way we learn also changes. The Internet of Things has accelerated learning by adjusting the teaching environment: what, when, how and where students learn. The internet addresses the individual needs, skills, and interests of each student to ensure authentic understanding. Students take ownership of their learning, while also developing personal relationships with each other, their teachers and other adults. The Internet of Things also adapts learning to the unique strengths of each student, thereby encouraging curiosity while staying involved and present even in the virtual space. In essence, our ability to adapt is the key to educational success. Therefore, Hussein, Daoud, Alrabaiah, & Badawi (2020) identifying the most positive and negative aspects of online education during the first wave of the pandemic from students' perspectives, the current study hopes to contribute to such preparation.

Lecturer II (DF)

Practices

Jeong, Smith, Longino, Merel, & McDonough (2020), teaching has quickly transitioned from in-person to online, and clerkship students who have been removed from clinical rotations seek other ways to contribute. In the era of disruption, online learning is a fact that cannot be denied. With all the acceleration that follows, the technological revolution is no longer extended limits learners' and mentors' distance. The teaching-learning process can be done anywhere and anytime without the need for face-to-face meetings. Rules and ethics of lectures can be mutually agreed upon. Utilization of a technology platform and its ease and scope can renew the learning system for the effectiveness and efficiency of education quality. Such is the discourse that has always surfaced in various higher education forums.

The COVID-19 pandemic situation was present immediately. The panic, tension, uncertainty felt by everyone. Health, security, safety, and the necessities of life are priorities. The introduction of social restrictions, physical restrictions and health protocols slowly bring hope for activities. Instantly, the world of education changed.

I see that the approach to understanding students as a policy to deal with situations like this. Indeed, in a decade (more) has presented various technological advances. The internet which was previously only accessed in internet cafes is now mobile. The video/audio streaming ability that was not felt before is not new anymore in the present. This technology support certainly supports the learning process.

Conversely, if forced without understanding the conditions of the student participants will produce new problems. Another assumption is the impact of a pandemic on students' health and financial condition, where the threat of contracting the virus is not only for them individually. This also applies to parents or their families. Another impact that can befall parents of students is layoffs or 'laid off', which can directly affect students' financial survival. Based on these considerations, an adaptive process is implemented and a reduction in standards of learning outcomes.

Offline systems are deemed more appropriate to reduce realtime processing—implementation with the simplest method of transferring files or data. Exceptions are made for quizzes and exams. Realtime was chosen to build a severe atmosphere even though its implementation was relatively easy. In the beginning, the assignment was sent using one email account (the official account of the lecturer), but due to limited capacity, two other email accounts were used. The emails used are webmail.com, gmail.com, and mail.com. The platforms used are WhatsApp/WhatsApp Group, Zoom, Google Form, Limiter Form, Fast-Scanner (or other scan application), and Google Drive. The institute supports the use of the internet through data quota subsidies to students and supporters.

Violin Practice course are conducted online and are instructional-text. But the emphasis of this lecture is independent practice. Participants send the video as a final test by uploading the video to Google Drive then sending the video link for rating. The final performance to perform accompanied by the piano was not fulfilled. Research Methods courses utilize the WA/WAG platform, google form, email. Baroque music history lecture has completed seven face-to-face lecture material and one midterm essay. The design of the lecture sets out the discussion and presentation material which is divided into four groups. Discussions are carried out in groups coordinated by each chairman. Discussion using the zoom platform. Discussions and presentations did not go well because some participants did not dare to use the zoom. This is related to media reports that the platform is not secure. Finally, the activity was carried out on a WAG platform independently.

Research Methods course are held online on the WAG (WhatsApp Group) platform. The inaugural lecture began with implementing the midterm exam, designed in a multiple-choice with Google Forms and Limiter Forms. The exam is carried out in realtime for twenty minutes. The limiter form limits the time for submitting answers. The process begins with socialization one week before implementation. Participants are directed to prepare an email account in their name and pay attention to the duration of time to submit answers. The next learning is in the form of lecture material which is designed in pdf format and distributed through WAG. Discussion in the form of questions and answers carried out with a similar platform—essay form sent via email.

Music Theory courses went poorly. Learning materials are designed in the form of print-out worksheets at each meeting, music theory that is done manually. “Belajar Dari Rumah” (learn from home) requires participants to have a personal printer to print worksheets and scanners to record work. In general, participants had difficulty printing, because they did not have a personal printer. While the Covid-19, twenty-nine protocol implies whoever stays at home. This means that printing a worksheet at a photocopy rental is not in accordance with the “Belajar Dari Rumah” (learn from home) principle. This model only runs one time, by compressing material for three meetings at a time. The rest were given the task to describe the meaning of the performance directory consisting of various music terms in English, French and German. Learning materials had to be stopped with a note that they would finish the material in the following semester. The assessment is based on daily scores for seven meetings prior to the COVID-19 pandemic and two shared assignments via WAG (WhatsApp Group) and answers sent via email.

The implementation of thesis guidance (final project) can be said to be more controlled. Online tutoring practices were implemented before the pandemic broke out. This system was

chosen because face-to-face guidance was sufficient, namely during the revision (revision) of proposals and initial meetings. The initial meeting was held three times individually, with the agenda of the background of the problem, the formulation of the problem, literature review, theoretical basis, and methodology. Furthermore, guidance is done online by sending a thesis draft via email and communication or discussion directly via WhatsApp. In general, learning during this pandemic period only reached 60-90 % of the original target. The lowest achievement is in advanced music theory courses while other subjects are relatively better.

Challenges

COVID-19 affects the conventional learning methods of academic institutions around the world, both in schools and colleges. Although online learning has proven to help maintain students and faculty's health amid the COVID-19 pandemic, it is not as effective as conventional learning (Adnan, & Anwar, 2020).

The implementation of online learning faces several obstacles. The main obstacle is the unpreparedness of students in soft skills. Basic computer knowledge is an obstacle in gathering tasks and for example, converting files from word to "Pdf" form. More than that, several participants did not have personal laptops—likewise, the cam-scanner application (or the like). A small number of tasks received do not have good image quality, so it is not easy to evaluate. Some students are accustomed to doing assignments in internet cafes or computer rentals. This is a concern in itself.

Another obstacle is the reach of the internet connection or network for uploading etude videos and songs/music learned. A participant who lives in a suburb of Yogyakarta managed to upload after trying it repeatedly. At the same time, some other participants did not experience this problem. There are also non-technical difficulties such as problems in coordinating quizzes or online examinations in real-time. As anticipation, an online presence is held one hour before the midterm exam implementation by filling in the name list and copy-forwarding messages (chat) using a personal account. The class leader's role is very supportive of the preparation process, so intense coordination and socialization are needed before implementation.

The various situations and conditions encountered suggest the need for an institute 'official' portal or platform that can be accessed by participants and supporters. Given the unequal ability of technology adaptation, platforms like this should be designed to be user-friendly (user friendly) and intensively socialized. Besides that, soft skill tutorials are also needed for new students who are prerequisite for lectures.

As discussed in the previous section, one factor that is a constraint is the financial crisis. It is not uncommon to stop the learning process because participants run out of internet data quota. The same thing happened in learning which requires participants to print and scan worksheets. It has been discussed that the threat of layoffs can afflict student parents in addition to health threats. The assumption that students are experiencing financial difficulties is also supported by the institute, namely by providing a data quota of 15 GB per student and social assistance in basic food for students who have difficulties. This social assistance also involves lecturers as donors.

Support from the institute, especially granting quotas to students, greatly supports the online learning process. Nevertheless, different facts should be observed. One well-known communications operator reported that students used internet quotas to watch Netflix more than accessing online learning applications during the pandemic. It seems that the need to access entertainment becomes a student priority besides the obligation to study. Unilaterally, we can give an appeal in the form of priority scale for students to use the data quota facilitated by the institute. However, if the data quota is a student's right, any facts must be accepted gracefully. Restricting internet access is not the right choice; therefore, awareness must be raised. At this point, the lecturers' role is significant, as a mentor and a motivator.

Prospects

Apart from the various obstacles and problems that have been described, online learning that has been carried out in this relatively short period has left a great expectation. From the instructor's point of view, it is a necessity for a lecturer to carry out the “Tridharma Perguruan Tinggi” that is learning, research, and community service. The three main tasks of lecturers as required by the law sometimes become difficult to fulfill. Not to mention the regular administrative issues that often take up the time of the lecturers, both in the fulfillment of documents and other requirements. In fact, the lecturers complete these tasks only in the form of mere formality.

In addition, Oliver (2001) argues that potential strategies for dealing with the problem in a way that will provide the means to support and sustain quality online learning programs within universities include: developing teacher skills enhancement programs in the design, development and delivery of online teaching; provision of programs to support and maintain student readiness, provision of adequate technological infrastructure to support the program.

The task of “Tridharma Perguruan Tinggi” actually suggests a balance in the three tasks: teaching, research and community service. But in reality, lecturer working hours are more focused on lecturing activities, both theory and practice. Face-to-face meetings sixteen times in one semester may drain the time and energy of lecturers and limit the attention of research assignments and community service. In the end, research and community service are carried out in ways that are practical and fast so that it does not achieve adequate quality. In this situation, the reduction in face-to-face sessions is very supportive of the implementation of higher education tridharma. The lecturers will more effectively use the time, for library studies in the library, field studies, and dissemination of knowledge to the wider community so that the role of lecturers as scientists can be maximized.

COVID-19 pandemic as a humanitarian disaster leaves hope for the world of education. The hope lies in the efficiency of performance or teaching and learning process that is realized in the relationship of teachers and students virtually. It also urges stakeholders in the field of education to be technology literate. Utilization of simple to complex features seems to be a necessity in communication and learning processes. Technology awareness that is 'forced' at least to have a positive effect in this pandemic for the development of the learning process in the future. The challenge is precisely how to maintain and develop this system going forward so that dynamic learning patterns can be obtained. Peters, Michael A., et al. (2020) also recognizes that science, education, and human experience are completely inseparable in our post-digital era, and that our international Covid-19 effort requires interdisciplinary collaboration across them all.

Lecturer III (EP)

Practices

In the Trumpet Instrument Practice course, I use the WhatsApp application to share training materials. Furthermore, students learn the material given by the lecturer. Then, students and lecturers face to face using the zoom application, Webex or WhatsApp Video Call application. During online practice lectures, lecturers teach good playing techniques and are practiced by lecturers. Students imitate what has been observed from the video call. As a test assessment material, students are required to record their own video playing trumpet at their own homes. Students then upload their videos to Youtube. Sending Youtube video link to lecturer. The lecturer assessed the technique and how to play students from the Youtube video, this is also exactly as practiced in the Mandatory Piano course.

Romantic music history course using the WAG (WhatsApp Group) application, and I share material that has been prepared in the form of PPT. The student reviewed the material from me. Students explain and type in word. The student then sends it back to the lecturer e-mail, or to my personal WhatsApp. I rate the results of their work and the grades sent to the lecturer application portal.

Same is the case with Solfegio and Music Theory courses. I use the Google Classroom application. All students log in the application. Pay attention to the assignments that I give. Every task that has been done is then uploaded to the google classroom application. It will be seen which students have collected and which students have not yet collected.

Challenges

During this pandemic, many students or lecturers have not optimally used online learning media or implemented this distance education program. Many backgrounds make online learning not optimal. For instance, within the class that I teach, like Theory II and Solfegio II courses, there are 21 students in my class. Not all students have facilities that support distance learning, not all students have laptops evenly, not all students are ready to buy an online quota package. If students want to use the Zoom or Webex application, this suggests that it requires an outsized fee and consumes tons of quota.

In addition, there are some students who don't really understand the way to use learning applications, so it takes an extended time to find out the appliance in order that it maximizes. And, there also are some lecturers who give excessive assignments to students who make [some] students stressed in order that it's an impression on their system or system.

Prospects

From the essential understanding that the space learning process is extremely important to be familiar with students during this era of industrial revolution 4.0. Organized education that bridges the separation between students and educators and is mediated by the utilization of technology, and minimal face-to-face meetings. Distance education offers cross-space and time so students get the pliability to find out in several times and places, and use a spread of learning resources. Distance Education evolved from correspondent education to education through online learning across space and time.

On the Indonesia Institute of the Art, Yogyakarta campus, there are separate platforms such as the academic portal (ISI Yogyakarta).

Figure 5. Academic Portal

In this portal education learning communication system has been well established.

Figure 6. Components Example of Virtual Class

Lecture Materials, Assignments, Online Discussions, Class Agenda, Personal Agenda, File Sharing, are already available there. This platform is not yet used by students and lecturers for maximum learning process. This means that there are still many lecturers and students who do not really care about the platform that has been facilitated by the campus. Even if used and maximized, surely the learning process can be maximized and everything is fast and efficient.

Portal Akademik INSTITUT SENI INDONESIA YOGYAKARTA	
Daftar Materi	
Semester	Genap 2019
Pilihan Semester	Gasal 2019 <input type="button" value="Ganti"/>
Kelas	Sejarah Musik Romantik - Sejarah Musik Romantik
Judul	OPERA JERMAN ROMANTIK
<input type="button" value="Tampilkan"/>	

Figure 7. Material List

The picture above, for example, lecturers share learning material in the application, and can be directly viewed directly on the cell phone, student laptop, with a user pass login that has been given by their respective faculty.

Portal Akademik INSTITUT SENI INDONESIA YOGYAKARTA	
TUGAS BARU	
SEMESTER	GASAL 2019
KELAS	Trompet Lanjut I - Trompet Lanjut I
JUDUL	LATIHAN 5 TEKNIK DASAR
FILE	<input type="button" value="Browse..."/>
ABSTRAKSI	<p>Penerapan 5 teknik dasar, sebagai penguatan dan karakter suara trumpet yang maksimal.</p> <p>[i] miring [/i] [b] tebal [/b] Max. 255 karakter</p>
WAKTU MULAI	19 April 2020 08:00
WAKTU SELESAI	21 Mei 2020 23:00

Figure 8. New Task

For example this section above, can be applied to the practice of advanced instruments, students have been given material, given time to complete assignments, so that later the results of the assignment can be uploaded on Youtube.

Online education has come in to save academic year of many pupils and educational institutes globally should implement an online learning programme into their systems to deal with unprecedented situations (Qazi, Naseer, Qazi, AlSalman, Naseem, Yang, Hardaker, Gumaei, 2020). I think from online learning will answer future educational challenges that provide increasingly evolving answers in the learning process. As Purvis, Rodger, & Beckingham (2020) point out, these barriers and barriers tend to be stronger and can only be challenged effectively by a clear institutional framework to support and develop.

Lecturer IV (DP)

Practices

The use of e-learning during pandemic COVID-19 is not shocking me as the lecturer of government science at Universitas Terbuka (Indonesia Open University). Universitas Terbuka is one of the state university in Indonesia which has long implemented open distance learning and

e-learning as teaching and learning method. The students and teacher interact in the e-learning system through discussion and assignments. The students are required to be active to answer the question in the discussion room and respond their classmate answer. The teacher is highly engaged to comment the answer or responses and give score for every answer and responses that students wrote in the room.

Online learning and teaching has been the effective way of teaching and learning during the COVID-19 pandemic. Universitas Terbuka is one of the state university in Indonesia which has long implemented distance education through online learning. In order to support its distance education, Universitas Terbuka uses moodle to develop its online learning system. Moodle is a learning platform designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalised learning environments. The picture below shows the E-learning website of Universitas Terbuka (Indonesia Open University).

Figure 9. E-learning Website

The student is required to fill out the form of readiness prior to joining e-learning. The student will obtain username and password to log in the website. The student is required to be active in the discussion of every session. There are eight session that student has to follow which include three assignments to complete. Every e-learning website contain, attendance, learning materials, formative test as an exercise, discussion, and assignments. In the discussion, student is required to answer the question and respond his classmates answer. The answer in the discussion has the rules to follow which forbid student from plagiarism. In addition, they have to put the source or reference that they take if their answer is not from their own analysis or thought but the score is lower than from their own analysis or thought.

The tutor is responsible to respond the student's answer and give score to every answer and responses for eight session. Besides, student is required submit the assignments which is available on session three, five, and seven. The picture below shows the e-learning of "komunikasi pemerintahan" in the website.

Figure 10. E-Learning of “Komunikasi Pemerintahan” Website

Figure 11. A Picture of Discussion

Figure 12. A Picture of Assignment

Challenges

During this pandemic Covid-19, I taught four subjects and 200 students. The challenges of using e-learning is that I had to answer all student responds in the discussion room one by one which required me to stay on my desk for hours. In addition, I had to score every single response in the discussion as well as their three assignments. The most problem in scoring is that their answer is occasionally not relevant to question so I had to give feed back to them to correct their answer and it take times to wait for the students response.

The student will not answer your feedback immediately as it is e-learning so they can answer it one or two days later. I found that students had frequently been late to submit their assignments. The other challenge was from 200 student join the class not all students was active in the class for answering question in the discussion as well as submit their assignments. The other issue is that tutor has to work hard to check every single assignment because he has to follow the rules of scoring which principally forbid plagiarism. The student is given an opportunity to revise its assignments after passing checking process. This opportunity is given to avoid students from having low score but sometimes students ignore it. The other challenge was from 200 student join the class not all students was active in the class for answering question in the discussion as well as submit their assignments. Therefore, tutor has to keep reminding students as 30 % of student score is obtained from online learning and 70% from final examination. If student still ignores the reminder they will accept the consequence of having low score which in the affect their grade point average.

Prospects

The implementation of e-learning is very helpful to solve the solution of teaching and learning process during pandemic Covid-19. As technology is rapidly developed, Indonesia needs to develop its learning process by means of using up to date technology that open an access to all to study in higher education without having to attend the class at campus. However, the challenges may come from the availability of facilities which is not well equipped in every region across Indonesia.

In this time of crisis, the necessity of offering instruction online is fostering the invention of new ways of teaching and learning in higher education. Institutions need to stand ready to offer the support that faculty will need in order to do this remarkable and innovative work leading our institutions into the future (Major, 2020). The online learning helps prospective student who are not able to attend the class in the conventional universities to achieve their higher education degree. Through online learning, student can study anywhere and anytime as long they have internet connection, laptop, computer, and smartphone. This system has long been implemented by Universitas Terbuka without age restriction. The most important is that the prospective student must hold senior high school certificate (Sekolah Menengah Atas/Sederajat) when enrolling for Bachelor degree.

It is predicted that online learning will grow rapidly after the end of COVID-19 pandemic. The conventional university is potentially to open its online learning program. However, the online learning system is not effective to use for the program which required practice or experiment such as medical or engineering. Therefore, this system is more appropriately applied for social science. In addition, Aguilera-Hermida (2020) showed that motivation, self-efficacy, and cognitive en-gagement decreased after the transition, and only the use of technology increased.

Lecturer V (SP)

Practices

Nowadays, online learning may be a necessity in completing the teaching and learning process thanks to the corona virus pandemic. Previously the COVID-19 pandemic, online learning has begun to be applied in several colleges, and even schools to support learning within the classroom (offline). Within the implementation of those two sorts of learning isn't much different, it's just

that online learning requires a computer, smartphone and internet network. Therefore, every student and teaching team must have a tool that supports and a smooth internet connection in order that learning can run smoothly. Many public media which will be used and free for e-learning like zoom, Google Classroom, google meeting, etc. This media will compile the teaching team and students in unlimited time and space because all learning material are often accessed at any time and video streaming while conducting video conferencing is often recorded on student devices. Lecturers and students can perform discussions in real time without being limited by time, so it is very helpful for college students to discuss topics and assignments given by the lecturers.

E-Learning Universitas Kristen Duta Wacana

e-class

Figure 13. E-class display

The picture above is the starting page for lecturers and students. Each participant must use an ID and password to enter. Here are announcements relating to academics and holidays.

Figure 14. Class List

After entering, there will be a list of classes or courses. Each lecturer will be different because it depends on the course or class being taught.

Figure 15. Courses

Figure 16. Detail Participant Score

Figure 17. GPA of Students

Then, after we enter one of the classes there will be a menu starting from discussion, material, announcements, assignments, participants, assistants, and grades.

1. Discussion

Here, every lecturer can make discussion materials and participants of all students who take the eyes. Discussion material can vary and can also be given a link from a particular website.

2. Theory

Here, the place for lecturers to upload lecture materials can be PPT, learning videos, sound or website links so students can download them freely and can also be directly made into discussions.

3. Announcement

Here, every lecturer can make an announcement to students who take classes.

4. The tasks

Here, every lecturer can make a student assignment and can limit the time of collection so that if there are students who are late will not be able to send their assignments.

Challenges

All campuses and faculties each in cities and villages prepare online learning systems. However, this is often harsh as a result of it's a system that must be enforced throughout associate emergency state of affairs. There's no time to arrange for on-line learning and everybody struggles to take care of health. Though online learning isn't a replacement system, it still needs adequate preparation and adaptation for college kids and teaching groups so learning will run optimally. Starting the net learning pandemic remains tough to try to as a result of it still needs changes to several things between students and therefore the teaching team.

The challenge for the teaching team is to possess to be told to use new media or platforms as a method of online learning likewise as issues with adequate devices and stable and sleek web network property. The bulk of teaching groups that are already terribly senior aren't any longer fascinated by learning online learning media, therefore the learning method appears not best. There also are some teaching groups that tend to grant varied styles of assignments to students although students also don't perceive the topics instructed at the time in order that they are additional burdened. The toughest challenge is additionally for science studies programs as a result of several courses have practicum. Usually, this practicum is conducted during a laboratory with laboratory instrumentation however cannot be worn out a web learning system as a result of students should active instruments severally within the laboratory.

Then the challenge for students, particularly the matter of web network property that can't be reached simply, particularly in areas that are still tough web networks and got to pay cash to shop for internet packages. Also, Aguilera-Hermida (2020) founded that some students did not have access to technological tools and/or their family conditions limited their accessibility. Therefore, COVID-19 pandemic disturbs the concentration of scholars and teaching groups and might increase stress so several students complain concerning the present online learning system. So this may not be denied as a result of we tend to are sweet-faced with a world downside that's enough attention. However, over time online learning activities become acceptable to students and teaching groups as a result of they are obtaining want to and progressively understanding true.

Prospects

Online learning could be a fashionable learning system that has to be right away applied to answer the challenges within the epoch now due to this technique having the advantage of not being restricted by area and time. The teaching and learning method is done at any place and anytime. Particularly today, we tend to demand prime quality; thus, online learning is extremely appropriate to be applied. Technological progress is the foundation of online learning, wherever online learning systems need adequate PC devices and net networks. However, that does not

become a significant obstacle these days because everybody already incorporates a smartphone and net affiliation that's ready to support the web learning method. It's simply that the obstacle is that the net network in some regions in the state continues to be comparatively slow and troublesome; thus some students who board the world cannot participate in online learning in real-time. However, this will still be anticipated as a result of online learning is assessed at any time.

Duta Wacana Christian University (UKDW) is wherever I teach and has developed my very own platform, referred to as e-class. Within the e-class, there are learning videos, materials, assignments, discussions, and everyone assessment that students may access at any time through smartphones and computers. At this time, UKDW applies most of 30% use of online learning systems in every course. This can increase its utilization alongside the event of the days unceasingly. Online learning has high prospects and potential to be applied due to its extremely related to technological developments and ever-changing times wherever everything is quick and economical. Some faculties and enormous campuses have developed their platforms to implement online learning systems to the utmost.

Based on the research Mishra, Gupta, & Shree (2020), argues that government must ensure the availability of reliable communication tools, high-quality digital academic experiences, and promote technology-based learning for students to bridge the gap that originates in the education system before and after the COVID-19 disaster which is also inevitable for uninterrupted learning. Steps that can be taken are developing a curriculum that reflects the changes seen in the content knowledge and student learning experience and enables them to think critically.

Lecturer VI (FW)

Practices

In particular, I run it using the Youtube and Google Classroom platforms because it can be accessed by students and adjust the video quality based on connections in their respective regions. I am capable of 20% theory and 80% practice-theory, the transformation of how to deliver practical material becomes more attention because it must be simplified; students can practice convenience in each. In comparison, active two-way communication between lecturer and student becomes vital for the smooth weekly class. The lecturer's positive facet solely has to build the most material once and, therefore, the addition of periodic science updates, will be learned repeatedly by anyone and anyplace on the Internet.

Aguilera-Hermida (2020) suggested that content is essential, but students may have a negative experience again without the proper conditions, and their cognitive engagement can drop. Educators must be mindful of these circumstances, promote a positive attitude, encourage motivation, and invite students to rely on their previous knowledge. The more that higher education institutions understand the circumstances students are facing, the better we can respond to them.

Challenges

The implementation of lectures as a follow-up to the COVID-19 pandemic situation, online teaching in this situation contained several primary considerations: First, the government's call to change the face-to-face lecture system online. Second, the appeal of the campus where I teach to create flexible and easy teaching activities. Third, the students' background I am teaching happens to be dominated by students from regions with limited connections.

The read of the educator, however, the teacher invariably has new challenges to finish, parenthetically the little update of the data which will be sent, similarly as this example that has to add additional effort to form the fabric during a form that's able to be uploaded online and might be accessed by anyone. This example's gloomy face is that academics should devote longer and energy to creating the most effective material attainable.

Students have already got an attitude that their job is to find out regardless of the obstacles in terms of students. During this state of affairs, students should study while not meeting with

the lecturer. Learning reception that should modify numerous distractions within the learning method, property for learning, finance lectures with a hard and fast quantity, learning while not friends, cannot visit the library to scan the literature. In the end, these obstacles are issues that have to be resolved and wanted alternatives.

I summarize my teaching activities victimization the YouTube platform. In views shows the ups and downs of the daily viewing graph. It will be over that students are reactive to the lecture material indicated by high views on the primary to the third day of video transfer. Within the Youtube channel analysis get a whole watch time of 260 hours (15,600 minutes) with a mean length of every video quarter-hour and also the number of students who are a variety of 260 students, showing the typical watch time of students per video at 20%, it can be concluded that some student does not hear all material delivered online.

Figure 18. Total of Views

Figure 19. Total of Watch Time (Hours)

Based on the data above shows the ineffectiveness of online learning and teaching. The problem of ineffectiveness can be anticipated by the material review activity through active communication between teachers and students.

Prospects

With the progress out there at now, students will still study with their classmates online, discuss online, and realize solutions to shared issues online. This example will be an occasion for college students that within the future the execution of assorted procedures permits most to be refrained from touching the matter directly.

The presence of paid online teaching provided by many firms marks Education 4.0, wherever students don't need to attend field, follow field schedules, follow field rules, and ultimately get documents stating that the person has taken education with a similar level. The country of Japan, that antecedently achieved Education 4.0, is currently getting into Education 5.0, wherever learning and teaching activities are reuniting academics and students. But the emotional bond between student and teacher is the most significant factor in learning activities.

Lecturer VII (LS)

Practices

Student attendance is claimed to succeed in 100% marked by the number of students logging into the web system an equivalent because of the number of students taking specific courses. It is only a matter of attendance when it involves participation in listening, understanding or absorbing

knowledge, and it is uncertain whether 100% of students are involved in teaching and learning activities.

In practice, this online learning lecture helps students who are accustomed to close up and shy, but when online lectures become very active, they provide responses, discussions, or views on specific topics. Online lectures will feel very lively if, within the midst of a discussion or explaining the lecture material, the instructor/lecturer reminds students of the aim of learning the course. During this case, the lecturer's role as a motivator (initiator) to direct students more enthusiasm for learning and pursue the chosen field of science since entering college. I say this because supported by experience, once I associate case examples with community life and conditions within the company, feedback from students feels very different where students are more initiative to ask questions and check out to imagine about the chances which will occur within the coming days.

Challenges

The challenge is that a little proportion of students experience internet constraints. I overcome it by always sharing the recording of every lecture to the e-mail of every student. Daniel (2020) suggested that Asynchronous working gives teachers flexibility in preparing learning materials and enables students to juggle home and study demands. Nevertheless, students who do not seamlessly follow courses due to network constraints do not have the chance to ask what they do not understand.

Another challenge is that all students' ability to be uneven, so once I attend college online, I cannot feel confused responses and don't understand [learning material]. If you demand students to ask questions, they could be confused because they do not understand what's rambling. So, to form sure it's understood or not, it is not uncommon for repeated submissions, for example, up to three times.

Prospects

Online lectures certainly teach us all that delivering material are often anywhere without ignoring the capacity or catchment of each student in our class. Therefore, Daniel (2020) described that the expansion of online learning in tertiary education will further accelerate, and schools will organize themselves more systematically to pursue the aspects of technology-based learning that they have found most useful.

Lecturer VIII (RT)

Practices

I have been teaching Basic Mathematics II and Mathematical Engineering II classes online for the past three months. Some basic things are of concern in the Math class, namely: students' independence to solve practice questions. In an ordinary class, this is easy to do unlike with online classes, where a teacher cannot see directly the extent to which students' abilities to work on these problems.

In practice, online classes require two essential processes. First, the process of delivering material from the instructor to students. This process requires appropriate and efficient media. The most widely used platforms include virtual classes via Zoom, Video, Google Class, and other applications. However, each of these platforms has advantages and disadvantages. For example, zoom takes a quota of up to 1 gigabyte for one hour face to face. In addition, students are also often constrained by signal problems or electrical conditions that can die.

Second, the process by which a student is allowed to settle or understand the material independently. In this case, two-way communication is needed. The WhatsApp group is the right media to use.

Challenges

Practice in this field is not as easy as we imagine. There are many real challenges. The challenge faced when implementing online classes is the high need for internet quota. To access a zoom

within one hour, it takes almost one-gigabyte quota. It can be imagined how much quota is needed if a student must attend at least 6 hours of the meeting per week. For students whose economy is middle to lower, this is not easy. I would suggest using the teaching videos. Videos can be accessed whenever they need and can minimize quotas, for a normal video with a duration of almost one hour with a maximum capacity of 200 MB. Students can save their quota up to 20% compared to using zoom. Nevertheless, there are times when it is also necessary to meet face to face with students. This can be arranged so that it remains effective, efficient and effective.

Another challenge is the situation where the signal or electricity has a problem. This is beyond our control as teachers and students. However, the consequences of this risk can still be minimized. If this problem occurs during the exam/quiz, we must be prepared with the supplementary exam/questions as teachers. Need to be an important note at this time, it is proper for a teacher to give students self-confidence. Many of them are depressed for fear of not graduating because of these external factors.

Prospects

In the future, distance teaching, as we do now will produce a new way of learning. Students become accustomed to working independently. In this case [as], a teacher must be prepared to design flexible learning programs, which means that learning does not always have to be always in the classroom—making learning media more creative. Because if we continue to use the old model such as the lecture method, let alone be done remotely, students will feel bored. Discussion of the questions is designed to learn independently by gradually working on the most specific problems to the most difficult. Of course, this requires a long time. However, there will be benefits in the future. If this pandemic continues and the class continues online, a teacher already has the provision to teach. Over time, the question bank and material can be polished to make it even better. It is common knowledge that many teachers work in class, tomorrow morning teach, tonight just read the material.

Besides, there is a need for an ethical care approach that includes practice based on trauma information in teaching critical during and after a crisis, such as the COVID-19 pandemic (Guzzardo, Mariana T., et al., 2020). The COVID-19 pandemic reminds educators to pay attention to the entire learning ecosystem and to consider the welfare of students, teachers, families and communities. This is an opportunity to escape some of the content-heavy assessment and process that has turned many schools into highly competitive knowledge instrumentals. By concentrating on deep learning and life-worthy knowledge rather than surface learning and test-worthy knowledge, future approaches will move closer to a holistic and enduring goal of education: to gently sow the seeds of lifelong learning for the public good (Hughes, 2020).

CONCLUSION

Online learning has long been used as an effective learning tool in tertiary institutions, but its use is not too massive because it is predominantly using face-to-face learning. Online learning was felt suddenly because of the emergence of the COVID-19 pandemic outbreak. Like it or not, face-to-face learning must be replaced by online learning and will soon be realized by all tertiary institutions, except for several campus lecturers whose writers ask for their views in this paper. However, online learning left each problem and found obstacles. The problems such as the infrastructure and supporting the smoothness of learning have not been entirely adequate. Some lecturers even suddenly use online learning applications that are not yet familiar.

There are several limitations to this study. The findings from this study cannot be generalized because they have already been done in several colleges. Based on the lecturer's perspectives, the authors concluded that online learning applications are beneficial for some lecturers to deliver lecture material without face to face, although there are some obstacles such as inadequate internet access. Some campuses provide self-developed applications to facilitate teaching lecturers and provide access to students to study lecture material. Some teachers even use online learning service provider applications or third parties such as Youtube, Zoom, Google Meet,

Google Classroom and other online applications. Overall lecturers in universities can use existing learning applications. Efforts are needed for further development, training and improvement of infrastructure facilities to support online learning in the future.

Online learning has high prospects and potential to be applied due to its extremely related to technological developments and ever-changing times wherever everything is quick and economical. Some faculties and enormous campuses have developed their platforms to implement online learning systems to the utmost. Creating a dynamic learning system that continuously interacts with students and modifies the online learning content offered according to their specific needs at a particular time, and which in turn does, so by integrating students with heterogeneous groups of students, even though everyone has specific needs, they can meet at certain points to do everyday tasks.

Online learning is a form of learning that continues to grow over time, and the student population continues to grow. Therefore, in order to anticipate the impact of an unpredictable pandemic and have an impact on the learning process in higher education, in future research, there is a need to continue exploring alternative learning environments to ensure the continuity of the student learning process that is effective, efficient, easy to access, and high-quality learning. Also, for further studies to involve more universities to provide views and various fields that explore the effectiveness of using online learning in universities, higher education must create a learning environment that supports and challenges students in the classroom or outside the classroom.

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