ANALYSIS OF STUDENT'S RESPONSE TOWARD ONLINE LEARNING SYSTEM BASED ON ACADEMIC INTENSIVE-HOME ACTIVITY

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ABSTRACT

The implementation of online learning has the potential to be a challenge for education practitioners to carry out learning and teaching activities. Online learning systems tend to have a different reciprocal impact than face-to-face learning. This condition is certainly a difficulty for educators in carrying out online learning and teaching. The increasing online learning platforms indirectly change the set of lecturers to be more open-minded and inclusive of a variety of renewable information technologies that can support the sustainability of the teaching and learning process. The focus of this study generally was; 1) To analyze the student's responses to an online learning system based on academic intensive home activities; 2) To analyze the effectiveness of the online learning system during the pandemic. The purpose of this study was to analyze the student's responses to the online learning system based on academic intensive-home activity. The method was qualitative descriptive research. The results of this study were; that 75% of the online learning process was based on doing academic homework intensively. 66.7% of students were motivated by an online learning system based on academic intensive-home activities. 85.5% of student performance improved in literacy and digital literacy.

Keywords: *Online Learning System, Academic Intensive-Home Activity.*

INTRODUCTION

COVID-19 has been a pandemic since mid-2019, which automatically changes almost the entire order of life of the global community. The outbreak rapidly spread throughout China and across 18 countries with 83 confirmed cases by the end of January 2020, (Paudel et al., 2020). This condition forces various world countries to think creatively, innovatively, and selectively in facing the pandemic, including the world of education in universities. Due to the coronavirus pandemic, the learning order carried out by educators, both teachers and lecturers is required to change to save the world of education from difficult situations. The online learning system can be a primary option to support the learning process. Online learning based on Academic Intensive-Home Activity (AIHA) is one of the potential techniques that can be functioned properly in organizing an online lecture system. Universities are required to be able to ensure the continuity of the learning process to equip students with various capital, intellectual, spiritual, and social, provisions needed in the prospect. Not only those, but universities must also guarantee the service of the student learning process as their learning experience so that critical, creative, collaborative, and innovative potentials remain alive in the academic world in addition to bringing their substantial potentials to life in literacy and character.

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education practitioners to carry out learning and teaching activities. Online learning systems tend to have a different reciprocal impact than face-to-face learning. This condition is certainly a difficulty for educators in carrying out online learning and teaching. The increasing online learning platforms indirectly change the set of lecturers to be more open-minded and inclusive of a variety of renewable information technologies that can support the sustainability of the teaching and learning process. However, this must be anticipated in the context of preparing diverse learning strategies that have positive implications for student needs in facing modern 4.0 transformations and covering the life of the global community.

Seeing the reality of the world of education nowadays, especially in universities, requires educators to have strong and qualified digital literacy skills. So that with this ability, it can minimize the challenges in executing various online learning strategies, keeping in mind, that online learning is very different from online learning. The coronavirus pandemic situation has resulted in educators being motivated and encouraged to find solutions to learn strategies for online learning. COVID-19 outbreak has created educational disruptions and global health concerns that proved very difficult to manage by global health systems.

As of now, no nation or race across the world is immune from the coronavirus pandemic, and the entire world seems overwhelmed by the speed of the spread and the devastating effects of COVID-19, (Alhuseen Omar Alsayed et al., 2020; Pokhrel & Chhetri, 2021). In urgent conditions, the Government should take responsive steps to produce policies based on accurate data. Indeed, from the second week of March to the first week of April, the Government issued early appeals to avoid the spread of viruses, such as social distancing policies and large-scale social restriction policies (PSBB), (Farizi & Harmawan, 2020).

Although the educational situation in the process has significant obstacles, innovations that can develop through the internet can minimize any technical problems. This is openness and an opportunity for educators to continue increasing their creativity through technology and information to support the sustainability of the learning process. The problems faced in Indonesia are similar to other countries in the world affected by Covid-19 such as China, America, South Korea, Malaysia, Italy, India, and others. The only way out that they use to ensure the continuity of education in their country is to use an online learning system by connecting it directly to the internet.

Everyone has known that the output standard of the country building of them is on the educational program. However, the impact of education can encourage the youth generation significantly in their intellectual, emotional, skills, and self-sufficiency to achieve high quality in developing countries whether physical or their soul, (Badrudin et al., 2020). Learning during the pandemic, of course, educators and students are required to be creative in carrying out learning activities by utilizing online learning facilities or media. This needs to be adjusted also to the level of education and the needs of students because it is possible to have an impact on causing physical and psychological (mental) pressure. Even though learning activities are online, educators still hope to produce quality-learning outcomes.

Many media can be used for online learning. Various platforms have been providing this service for a long time. Examples, Google Classroom, Learning House, Edmodo, Teacher Room, Zenius, Google Suite for Education, Microsoft Office 365 for Education, Your School, and Smart Class. This is what is called a micro-blogging platform, and WhatsApp is one of them, (Khasanah et al., 2021). On the other hand, there is also an online learning process using a combination of WhatsApp groups as a step to make it easier for lecturers and students to download lecture materials for intensive consultation activities between lecturers and students through personal communication via WhatsApp, (Adedoyin & Soykan, 2020; Sofyana & Rozaq, 2019). Learning methods such as the above are needed, especially the continuity of the learning process must continue.

LITERATURE RIVIEW

In response to the current situation, the Indonesian government has carried out social evictions to physical separation in various lifestyles. For this reason, that physical separation is compelling the system to break the chain of infection transmission, (Daheri et al., 2020). Not only had the Indonesian government also imposed PSBB (*Large-Scope Social Restrictions*) in several large urban communities to break the chain of the spread of the Corona Virus. The strategies taken by public authorities implicitly affect the world of education, especially in the teaching and learning process in schools and universities. To ensure education and educational experiences take place, government authorities provide regulation of distance learning (on the web). Internet learning is a learning system that divides reserve an instance with the help of web-based computerization so that it supports growing experience with almost collaboration. From beyond understanding, it tends to be suspected that web-based learning is an educational experience carried out by speakers/educators and students in their particular homes using computers, laptops, and cell phones that are connected directly to the web network association.

Worldwide, many teachers and students have been excited by the move to the online delivery mode, (Sahu, 2020). Students' right to education is threatened at times of crisis as a consequence of natural disasters like earthquakes, tsunamis, cyclones, war, and disease outbreaks, (Zayabalaradjane Zayapragassarazan, 2020). Distance learning is direct contact with the internet indicator of the integration between technology and the learning process. The combination of technology and learning can create an atmosphere to facilitate problem-solving skills, critical thinking skills, and argumentation proficiency to improve high-level thinking skills, (Pasani & Suryaningsih, 2021). High Order Thinking Skills in the learning process starting from the curriculum design to question-making patterns used as the most important part in the context of training students' critical power and literacy.

The use of technology is a global reality that is unpreserved and undervalued, especially in 21st century learning from the middle level to higher education. Information of technology is integrated into the learning process today according to the scientific field of each particular family of science, (Olajide & Zinn, 2021). This further emphasizes that facing the development of the industrial revolution era 4.0, students are required to be able to adapt by utilizing a variety of renewable technologies. Because of the current digital era, it is not enough to master literacy in reading, writing, and numeracy skills as the main skills to synergize with modern society. However, knowledge of data literacy (*the ability to read, analyze, and use information--data--in the digital world*), technological literacy (*understanding how machines work, technological applications—coding, artificial intelligence, and engineering principles*), and human literacy (*humanities, communication, and design*), (Camilleri, 2018). All of these devices become a necessity to prepare graduates who are more competitive and globally competitive.

Considering that the Covid-19 pandemic is still looming in the world of education, it is clear that online learning is very important. It can even be a means to provide students with the provisions they need in dedicating themselves to society. This condition inspires researchers to analyze students of the English language study program in online learning using the zoom meeting application based on academic intensive-home activities (*a resume for each topic*). Information from the results of the student's response analysis was important as an alternative option in online learning and at the same time as an effort by lecturers to enlarge online learning through zoom meetings.

METHODS

The object of this study was the students of semesters 2 and 4 of Tadris Bahasa Inggris (n=65). The research design used was descriptive research design. In this review, researchers used E-learning provided by the college as a realization that can make it easier for researchers to supervise and control the learning process (LMS = learning management system) based on noodles. In LMS, researchers can supervise web-based learning exercises simultaneously or not simultaneously when

lecturers deliver displayed material such as texts, recordings, conversation discussions, assignments, tests, and other administrative monitoring. In addition, the LMS is used to make it easier for lecturers to control and assess every learning activity carried out such as participation, control of conversational exercises, and interest in learning.

The instrument was a questionnaire of students' reactions to web-based learning. The survey was conducted using a google form structure so that respondents only complete polls given online by researchers. Through opinion poll believed that student's reactions thoroughly, reliably, and solidly so that researchers can complete further web-based learning. The increase in question was an assessment result obtained through students' reactions. Students did not include personal characters to complete their feedback polls so that the classifications of respondents were able to maintain as well as following a set of rules for compiling logical papers and did not have subjectivity in completing the survey of student's responses during learning.

RESULTS AND DISCUSSION

The results and discussion should be presented in the same part, clearly and briefly. The discussion part should contain the benefit of the research result, not the repeat result part. The results and discussion part can be written in the same part to avoid the extensive quotation. Tables or graphs must present different results. The results of data analysis must be reliable in answering research problems. References to the discussion should not repeat the references in the introduction. Comparisons to the findings of previous studies must be included.

The research was aimed at students concentrating on English programs in the English for Specific Purpose course. Students' reactions were analyzed through the survey that researchers had conducted in goggle form consisting of statements related to internet learning frameworks and homework-based scientific exercises during the Corona Virus pandemic. Where those statements were filled by students of semesters 2 and 4 of the English language study program class of 2020. Students' responses were divided into two confessions, positive and negative, in which each survey

consists of 10 statements. Given the information obtained from the survey, the implications of student reactions to internet learning based on studies consisting of signs of reaction and assessment of the information obtained can be seen in the following description below.

Almost 75% of the online learning process is based on doing academic homework intensively. This can be achieved optimally because all preparations have been done well. Providing quotas for devices and supported learning locations will help ensure that students have access to the resources they need to succeed. These resources can be found in urban areas, which are well equipped to provide them. 18.2% is not effective due to the location of some students quite far from urban areas. 66.7% of homework-based online learning can increase students' motivation to learn. Based on interviews with researchers, the average student states that learning online is easier and can be done anywhere without going to campus. Students feel motivated by intense meetings that are dense and structured.

This makes them feel cared for and helps them keep on developing their intellect. A significant percentage of students are less motivated to learn because they do not have much interest in learning, or they have individual problems. 68.9% of students recognize that online learning based on academic homework can foster individual discipline in completing each task. The task has a positive impact on cognitive self-development because it is directed towards exploring the internet world. 24.4% of the students could not improve their discipline well because the time factor is used more for playing online games. A majority of students (77%) said that online learning is often interrupted by a signal that is quite poor and slow because other people are using the internet at the same time. 17.8% of the total online learning process is not restricted at all. 77.8% of students experience a weak network signal, which hinders their process of receiving learning materials.

On the one hand, their concentration can be easily disturbed sometimes, making them impatient and reluctant to return to the material being delivered. Only 17.8% of students experienced weak signal problems despite having an adequate quota and other supporting tools such as Wi-Fi. 51.1% of all meetings take place

according to the timetables and lecture contracts agreed by students and researchers. 26.7% did not go according to plan due to unexpected situations and conditions of both researchers and most students that could not be avoided, so learning was sometimes delayed. In 75.6% of all online meetings, researchers distributed materials on each topic from an existing lecture agreement. 20% of the researchers did not provide material related to lecture contracts in a clear and detailed manner but gave unstructured assignments.

It has been proven that 85.5% of activity-based homework done intensively by researchers can improve student literacy and digital literacy. They believe that with the tense assignments of each meeting, their otherwise weak state of mind has been greatly improved. In addition to their experience exploring various books and journals as references, they can subconsciously increase their current digital literacy knowledge which is sorely needed. 18.2% of them have stagnant literacy and digital literacy skills and experience a slight weakness in the perception of this or that material. Their interest in learning about something new is not very interesting to them because they find online games more activities that are interesting. 80% of all homework assignments given by researchers consistently get feedback or responses. 13.3% of researchers did not do it because considering the number of tasks that must be given an assessment is not small and of course, it takes three to four days a week. 83.3% of researchers gave assignments in every meeting, while only 12.4% did not, because of other lecturers.

88.2% of researchers used learning support materials to observe students who were getting bored with assignments, not to mention the assignments given such as making power points, providing reading sources related to subjects that the researchers were capable of, and several credible journals that could be additional readings for them at the university. 11.2% of researchers do not use supporting materials because they consider that in every meeting there must be discussions and reflection activities on past material so that learning does not seem boring.

CONCLUSION

Online learning based on academic intensive-home activity studies can increase the student's attention to learning, their discipline, literacy, and digital literacy, and increase the student's curiosity through online intellectual exploration. Of course, online learning is a real need in the world of education today, at some point indefinitely. The world of education is the most influential aspect of the state. Because of it, education is a source of elements from socio-cultural, religious, and economic aspects. Based on the above proposals, educational practitioners must be able to implement them correctly and measurably for situations that are not yet fully stable. As long as the COVID-19 pandemic continues to affect the sustainability of education, even greater progress is needed to overcome the various challenges in online-based learning processes.

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