STUDIES ON THE IMPLIED EFFECTIVENESS OF ONLINE LEARNING SYSTEMS IN IAIN PONOROGO

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Article History	Abstract
	Complete online learning is mandatory due to COVID 19 that hit Indonesia. In the implementation of fully online learning, there are obstacles and obstacles. So it is necessary to research the conditions of learning while entirely online. This study describes the learning process and obstacles during complete online learning. This study also discusses online learning facilities that are of interest to students. This research uses a descriptive qualitative method to analyze the problem. Respondents in this study were 2047 students. This study resulted in 3 things that happened to fully online learning related to quotas, learning media, and learning facilities. These three components need attention so that full online lectures can run smoothly.

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INTRODUCTION

Lectures in the even semester of the 2020/2021 academic year are in a dilemmatic condition because the COVID 19 outbreak is hitting Indonesia. So that a four ministerial decree that limits lecture activities must comply with health protocols, which each region has different permits. (Dikti, 2020). This also had an impact at IAIN Ponorogo. Ponorogo Regency is included in the red zone so that all community activities that gather crowds and have the potential to spread COVID 19 are prohibited (Ponorogo, 2021). As a result, even semester lectures for the 2020/2021 academic year at IAIN Ponorogo are carried out fully online. All teaching activities giving assignments are all online; of course, there will be difficulties and challenges.

Lectures that are carried out entirely online raise a lot of perceptions of students and lecturers. One of them is related to the lecture mode favored by students and the ongoing communication process (Zhafira et al., 2020). The effectiveness of online lectures in online lectures needs to be evaluated. Especially the new experience of students using online learning to improve student's abilities (Kuntarto, 2017). The

effectiveness of the online lecture model in some areas is still not maximized (Roni Hamdani & Priatna, 2020). So that online learning monitoring and evaluation needs to be done.

Higher education quality assurance is the process of planning, controlling, and developing higher education standards consistently and continuously so that the internal and external stakeholders of the university, namely students, lecturers, employees, the community, the business world, professional associations, the government obtain satisfaction with university performance and output, (Fitrah et al., 2018). Therefore, evaluation related to learning activities is one of the essential components to realize higher education. Monitoring and evaluation are used to obtain accurate data (Widodo & Sahertian, 2018). These activities are to enter determine the policies and programs of higher education institutions.

Monitoring and evaluation can improve and improve a program (Taufik et al., 2013). Monev activities provide feedback and input related to program activities. Barriers from the program are also easier to detect with Monev. Activities (Triwiyanto, 2015). Implementing monitoring and evaluation for fully online learning activities is the right step for every university to take. This study discusses the conditions of fully online learning carried out at IAIN Ponorogo. This study will describe how lecturers teach online fully with Synchronous and Asynchronous applications of interest to students. As well as various obstacles experienced by students when doing complete online learning. This, of course, can be an input to manage full online learning better.

METHOD

This type of research is descriptive quantitative research. The data is presented in the form of a diagram and then explained descriptively. Quantitative information is used to observe the perceptions felt by respondents during the implementation of online learning (Sugiyono, 2009). The descriptive quantitative method used in this study is diagrams and tables (Bungin, 2011). The charts and tables are then analyzed to conclude the implementation of existing learning. In this study, the research subjects used a Random Random Sampling approach by considering representatives from each faculty who were used as research clusters. The instrument was validated using the AIKENS method (Aiken et al., 1991). The survey instrument was validated by three validators who are experts in educational evaluation and study. Surveys are shared using Google Forms. The respondents involved were 2047 students with data distribution of 15% from the Sharia Faculty, 45% from the Tarbiyah and Teacher Training Faculty, 20% from the Ushuluddin, Adab, and Da'wah Faculties, 20% from the Islamic Economics and Business Faculty.

RESULT

The following explains data regarding evaluating the even semester lecture system for the 2020/2021 academic year at IAIN Ponorogo, which is carried out fully online.
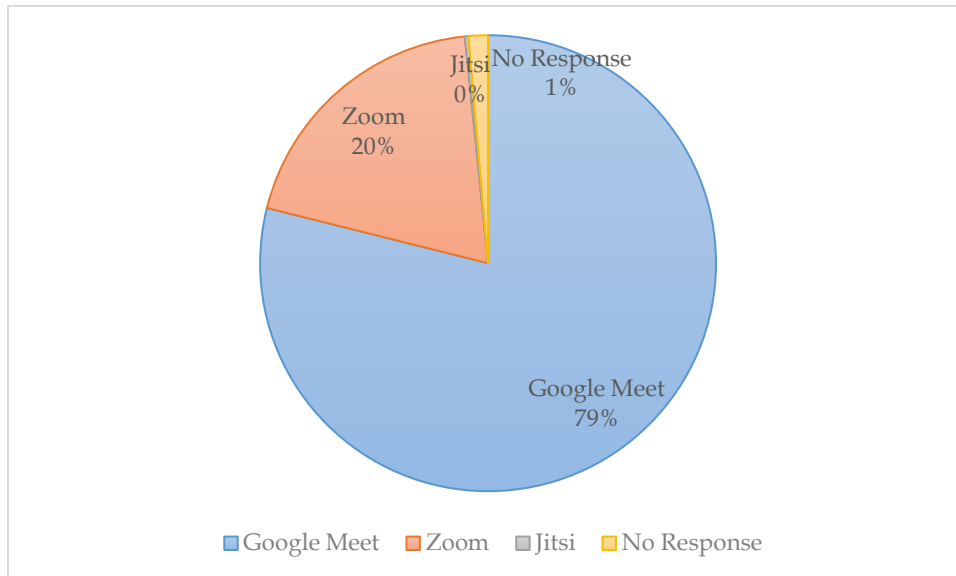
Figure 1. Sync applications that students are interested in

Students in full online lectures like synchronous lectures using the Google Meet application with 79%. Then use Zoom with a percentage of 20%. Jitsi is less attractive to students, maybe because the lecturers rarely use the application for synchronous lectures (Sofwan, 2020).
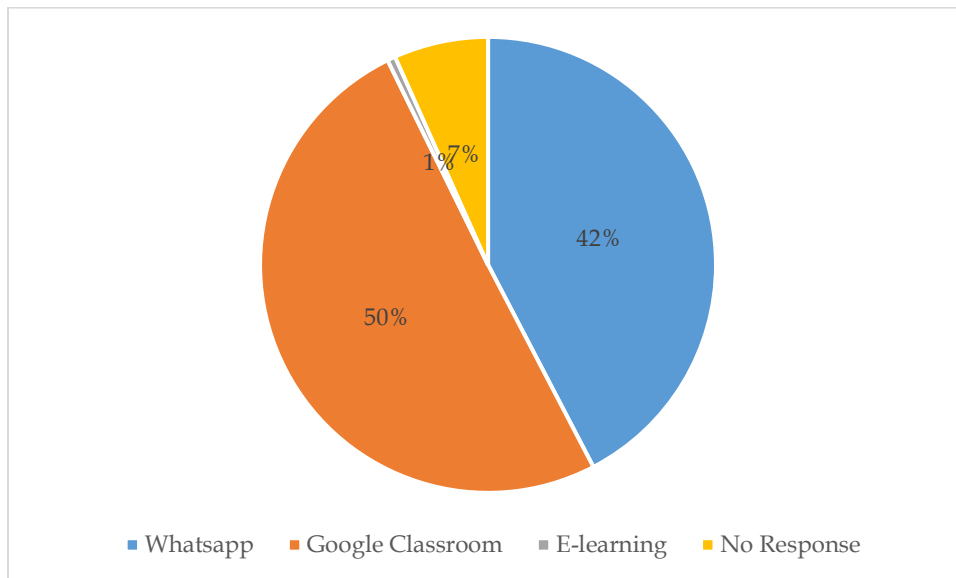

Figure 2. Asynchronous applications that students are interested in

Students prefer asynchronous lectures using the Google Classroom application with a percentage of 50%. Whatsapp is also one of the applications favored by students, with 42% liking it. In addition to this application, e-learning is one of the asynchronous applications in demand by students with 1% who want it. Students favor asynchronous applications based on ease of use (Sofwan, 2020).
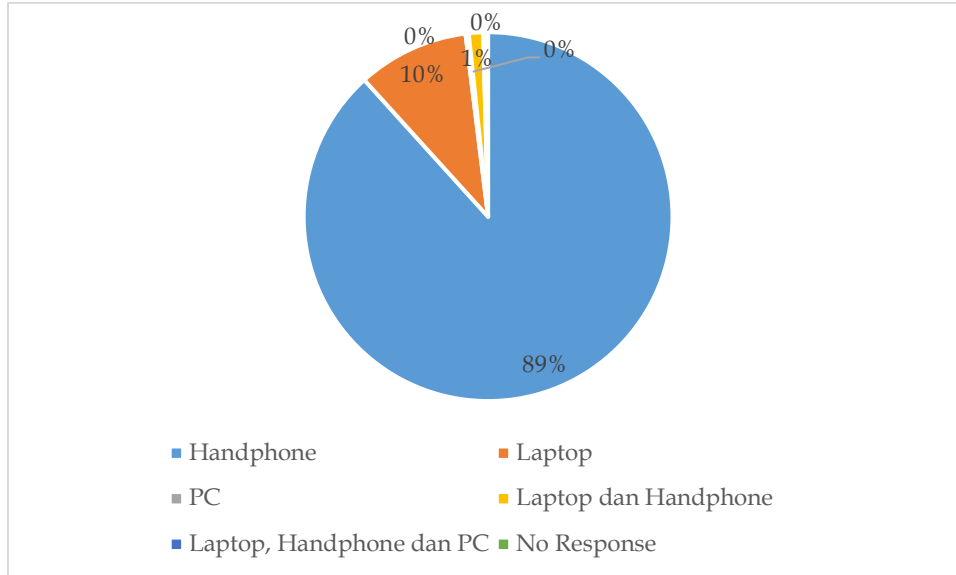
Figure 3. Devices used by students

In full online lectures, IAIN Ponorogo students use lecture devices on cellphones with 89% of users. In addition, some use a laptop as much as 10%. Today's students rarely use Personal Computers (PCs) to do assignments or lectures. In general, lecturers provide online learning well. The monitoring and evaluation results related to learning carried out by Lecturers at IAIN Ponorogo are carried out as follows.
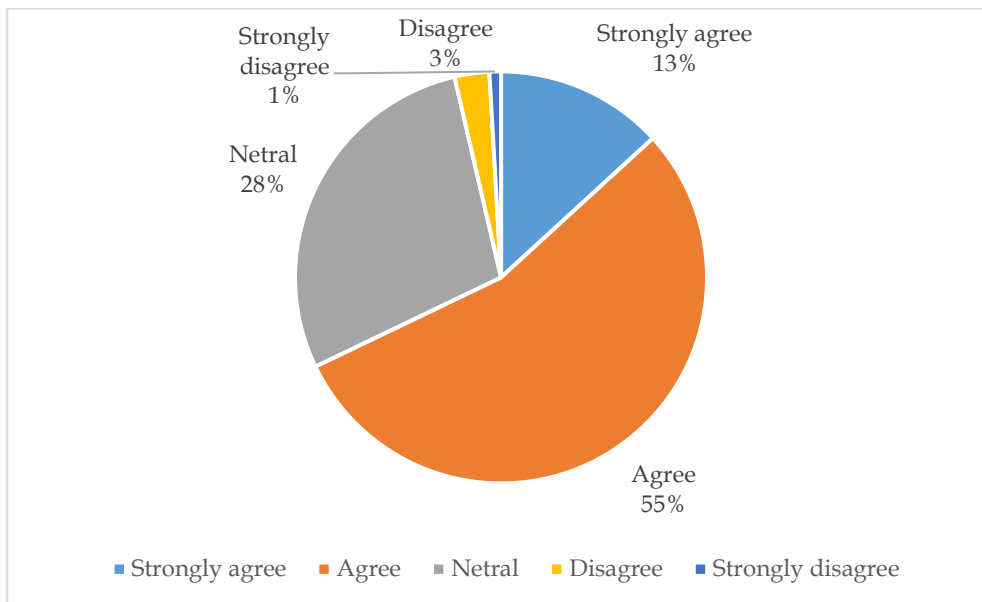

Figure 4. Lecturers facilitate students with structured assignments

In general, IAIN Ponorogo lecturers provide learning facilities by giving structured tasks to students. This can be seen from the survey results at students who strongly agree 13%, Agree 55%, and Moderate 28%. However, some students do not agree with a Disagree of 3% and a Strongly Disagree level of 1%.
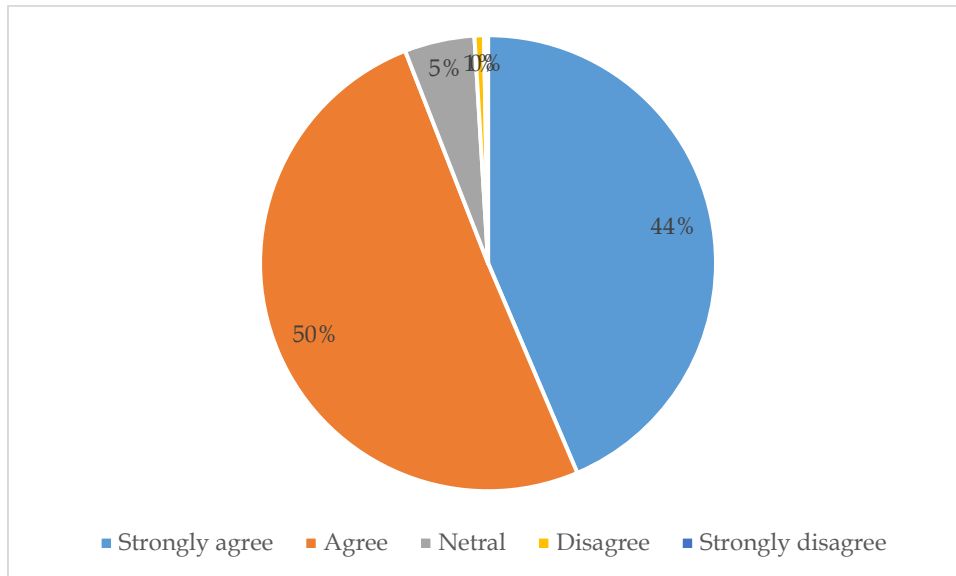
Figure 5. Lecturer prepares attendance list

In full online learning, lecturers also prepare attendance lists to monitor student attendance at lectures. It can be seen from the students stating Strongly Agree 44%, Agree 50%, and Moderate 5%. While students who said Disagree only 1%. This shows that, in general, lecturers at IAIN Ponorogo monitor learning activities even though they are online.
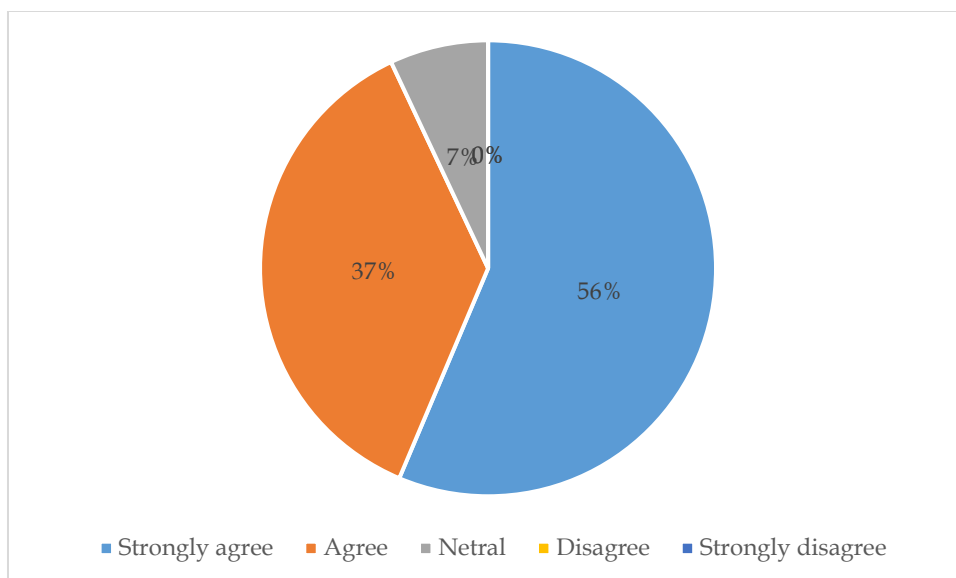
Figure 6. Lecturers prepare to teach materials that are easily accessible

In general, IAIN Ponorogo lecturers also prepare to teach materials that are easily accessible by students. This can be seen from the statements of students who strongly agree 56%, agree 37%, and moderate 7%. No one stated that the lecturer did not prepare teaching materials that were easily accessible to students during online lectures.
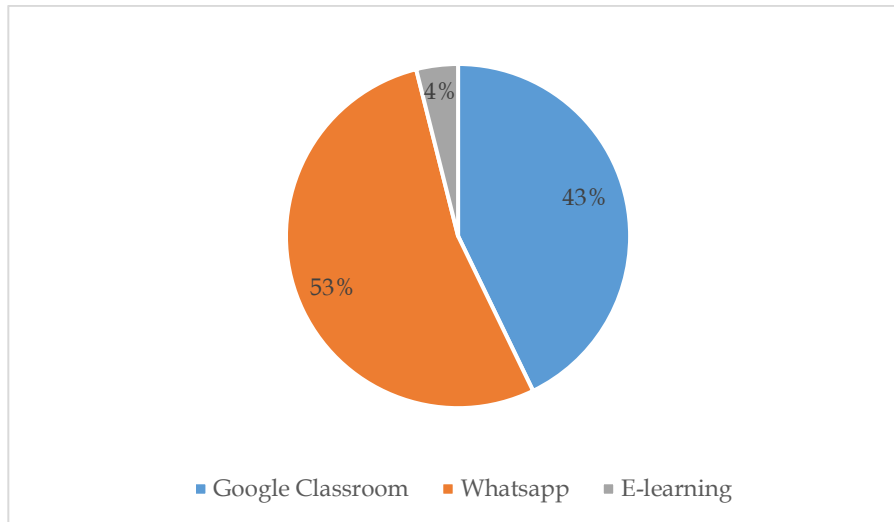
Figure 7. Lecture discussion forum

In addition to teaching materials, lecturers at IAIN Ponorogo also held discussions with students. The discussion places favored by students during online lectures were carried out using the Whatsapp application as much as 53%. Furthermore, students also liked discussions conducted through Google Classroom as much as 43%. Some students also enjoyed the discussion activities carried out by the lecturers through 4%. A debate is a place where students interact with their lecturers and classmates (Sofwan, 2020).

Students experienced several obstacles during the lecture. The following are five obstacles in the highest order obtained based on a description questionnaire submitted by students.

Table 1 Obstacles during lectures

No	Student Constraints
1.	The signal is not good at the student's place
2.	Expired student quota
3.	Asynchronous applications (E-learning/Google Classroom) often have problems
4.	Poor communication between lecturers and friends, so they don't understand the lecture material
5.	The time given by the lecturer during lectures is less efficient

A common problem faced by IAIN Ponorogo students during their lectures was an inadequate signal. This may be due to the demographics of most of the students coming from rural areas, which are very difficult to signal. In addition, students also experience problems related to quotas. Because there is much access to lectures that, according to students, drain the percentage during lectures, students have complained several times that there are asynchronous applications used several times that have problems. Some have difficulty communicating with their lecturers and classmates. Students also experience problems with the time given by the lecturer to teach or do assignments that students feel are less efficient.

There are several things that students expect in attending lectures. Here are some expectations that students want to help with online learning activities. We also collect student expectations in the five expectations most expected by students.

Table 2. Student expectations

No	Student Expectations
1.	Internet quota assistance for all students
2.	Understanding lecturers related to assignments and collection time
3.	Lecturers provide feedback on the results of student discussion activities and explanations of the material, not only assignments.
4.	Motivation and communication from lecturers during lectures so that lectures can be fun
5.	Lectures are conducted offline

Students' expectations during online lectures are the provision of quotas for students. That's because online lecture activities will eat up the percentage, either downloading materials or just sending assignments. Students also expect to understand from lecturers related to the delivery of material and the collection of lecturer assignments that make students burdened. Students also expect lecturers to provide explanations in the form of material or feedback on discussion results, not only giving projects and presentations. In addition, during online lectures, students want to be given motivation and good communication from the lecturer. We hope that the lectures can be carried out offline again.

DISCUSSION

From the existing data results, there are several essential components for fully online learning at IAIN Ponorogo. The details of several things that need to be considered in carrying out complete online activities are as follows. The first is about the learning quota. Full online learning activities certainly require allocations and signals because all the materials and media used during learning are accessed through the internet network. So that the role of universities can provide assistance related to quotas. Universities also need to educate student guardians about the need for access to lectures and student awareness to use internet access quotas wisely and prioritize lecture activities—both media and learning facilities. Online learning activities are full of media and teaching facilities, of course, also online-based. The role of the lecturer as a teacher needs to pay attention to the difficulties of students during the process. Learning facilities and media certainly need to prioritize ease of access and fluency. In addition, it needs to be supported by choosing synchronous and asynchronous applications that can be easily accessed and reduce the occurrence of access problems. The development and improvement of the quality of learning services in Higher Education must be improved to minimize difficulties during access. Third, communication between lecturers and students. Online learning requires good communication between lecturers and students, especially in providing materials and assignments during lectures. Good communication can determine the success of the lecture. In addition, with lessons and materials during online lectures, lecturers need to pay attention to student psychology. So that motivation and advice need to be given so that students are motivated and enthusiastic about attending lectures.

Students have some interest in using synchronous and asynchronous

applications that are used for learning activities. The use of synchronous and asynchronous applications that students prefer can be a consideration to attract students to take online lectures. However, not all have to follow the wishes of the students. Things to consider when choosing synchronous and asynchronous applications are the devices that students use. The synchronous and asynchronous applications should be friendly with mobile devices. This is in line with Siti's opinion (Masitoh, 2018) that the success of online learning with the suitability of the selection of learning devices. Because 89% of students at IAIN Ponorogo use mobile phones for online learning activities, it is also in line with Dillon's theory (Dillon & Gunawardena, 1995) that appropriate technology is the key to the success of fully online learning.

The implementation of learning activities carried out by IAIN Ponorogo Lecturers, in general, is also good. This is because IAIN Ponorogo Lecturers provide structured assignments during lectures. Lecturers also monitor activities during lectures by providing attendance to check student attendance during online lectures. According to Arlinda, monitoring learning activities needs to pay attention to student activities when online learning is complete. That's because some students when doing full online learning, are less serious about implementing it (Puspita Sari, 2021). In addition, IAIN Ponorogo lecturers also provide teaching materials that are easily accessible during lectures. Of course, in learning activities, lecturers also provide discussion forum activities, which most students at IAIN Ponorogo prefer to carry out discussion activities via WhatsApp.

Some of the obstacles and expectations faced by students during lectures varied. Signal and quota problems are problems faced by IAIN Ponorogo students. This is by Mummuh's research (Mulyana et al., 2020) dan Jamalludin (Jamaluddin et al., n.d.) that an adequate internet quota is the main factor for the smooth running of full online lectures. Of course, quota assistance is needed by students. This was added several times to the problem of accessing online learning applications. In addition, understanding from lecturers regarding lecture time and activities can also be student assistance related to quotas. Lecturers must also be able to communicate well with students both to motivate and provide material explanations.

Research related to the implementation of online learning still has limitations. Especially to monitor student activity when participating in online learning. In addition, there is still a need for an observation process about the learning assessment process carried out by teachers when carrying out online learning. So the researchers suggest studying more so that the implementation of fully online learning can be studied as information material so that the performance of fully online learning is carried out smoothly.

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