



ONLINE IN THE STUDENTS' LEARNING-TEACHING PROCESS MIDWIFERY DURING THE COVID-19 PANDEMIC

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ABSTRACT

The Covid-19 pandemic has disrupted the learning process in universities, especially in conventional health universities. So a solution is needed to answer this problem. Online learning is one alternative that can overcome this problem. The purpose of this study was to determine the relationship between the effectiveness of online learning methods and obstacles in the teaching and learning process during the covid-19 pandemic. This type of research uses cross sectional. The research time is from March 29 to April 7, the population of this study is 30, namely the sampling using purposive sampling with a sample of 30 respondents. Data collection using a questionnaire. Based on the results of the chi-square test in table 4.3 above, the p value = (0.66) is greater than = 0.05 (p value) this shows that there is no significant relationship between the effectiveness of online learning methods and obstacles in the teaching and learning process during the covid-19 pandemic.

Keywords: covid-19 pandemic; learning effectiveness; online media (e-learning)

First Received

12 July 2022

Revised

29 July 2022

Accepted

12 September 2022

Final Proof Received

19 October 2022

Published

1 November 2022

How to cite (in APA style)

Apriyanti, P., & Aini, A. (2022). Online in the Students' Learning-Teaching Process Midwifery During the Covid-19 Pandemic. *Indonesian Journal of Global Health Research*, 4(4), 677-684. <https://doi.org/10.37287/ijghr.v4i4.1169>.

INTRODUCTION

Since the outbreak of the pandemic caused by the Corona virus in Indonesia, the government has taken many ways to prevent its spread. One of them is through a circular letter from the Ministry of Education and Culture (Kemendikbud) Directorate of Higher Education No. 1 of 2020 regarding the prevention of the spread of Corona Virus Disease (Covid-19) in universities. Through this circular, the Ministry of Education and Culture gave instructions to universities to conduct distance learning and advised students to study from their homes. Many universities swiftly responded to the instruction, one of which was Universitas Indonesia which issued a circular on vigilance and prevention of the spread of Covid-19 infection within the Indonesian University (UI). The letter contains 10 points, one of which is an appeal to change face-to-face learning into distance learning. There are at least 65 universities in Indonesia that organize learning from home to prevent the spread of Covid-19 (Sukanto, 2020).

WHO (World Health Organization) Since March 11, 2020, has raised the status of this virus to a pandemic. A pandemic is a disease outbreak that occurs in various countries at the same time. This is because the virus has spread to 215 countries, one of which is China, precisely in the city of Wuhan (Mukaromah, 2020). WHO issued a policy of Physical Distancing,

which means that everyone must maintain a physical distance from others. Countries that have been exposed to COVID 19 have also followed up on the WHO's call by issuing policies to break the chain of the virus's spread, one of which is Indonesia. The Indonesian government has implemented a large-scale social restriction (PSBB) policy. As a result of this policy, there are restrictions on activities in public places where there are large crowds at the same time, such as schools, universities, workplaces, religions, etc. People are encouraged to study, work and worship from home.

The government's policies related to the PSBB have an impact on the lives of Indonesian people, one of which is in the field of education. According to the Circular of the Minister of Education and Culture Number 3 of 2020 concerning Prevention of COVID 19 in Education Units, educators and students carry out the Distance Learning (PJJ) process from their respective homes to avoid the spread of COVID 19. Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim, directing all higher education leaders in areas affected by the COVID-19 outbreak to determine the temporary suspension of academic activities such as face-to-face lectures. The Minister of Education and Culture also encourages lecture activities to be carried out through online learning (e-learning). Online learning (e-learning) is an online-based learning where educators and students carry out the teaching and learning process using the internet. In this case, online learning (e-learning) allows educators and students to access learning content quickly and not limited by distance or time. Therefore, learning content that has been shared can be accessed by anyone, anytime and anywhere.

The implementation of online learning by the government requires all teaching and learning activities to be carried out from home. The implementation of online learning is carried out as an effort to continue to realize the goals of education in Indonesia in the midst of the COVID-19 pandemic, as well as efforts to prevent the spread of the Covid-19 virus. This makes the learning system in schools forced to change drastically from face-to-face meetings to online learning. At this time, almost all countries in the world are facing a major phenomenon, namely the rapid spread of a new virus that attacks the human body and can cause death. . This virus is known as Corona Virus Disease (COVID 19). This virus first appeared in China, precisely in the city of Wuhan in December 2019.

The factors that are the key to the success of online learning are the availability of facilities and infrastructure. Rusdiana (2020), states that the support of universities and lecturers is an important aspect that supports the success of online learning. Sumunar (2018), states that online learning is a process of transforming conventional education into digital form so that it has its own challenges and opportunities. Therefore, the obstacles that exist in the online learning process must be found a solution, so that the projection of learning with the online system. Therefore, research on barriers, solutions and projections of online learning systems needs to be done. It is hoped that the response obtained can describe the process of implementing online learning in the midst of the current Covid-19 pandemic and be used as basic information for relevant parties in determining online learning policies, especially for health workers, especially midwives as prospective midwives and health workers. 2020). To find out the advantages and disadvantages in implementing online learning for midwifery students during this covid-19 pandemic. To find out what methods or techniques will be used or improved so that the implementation of this online learning can run better and as desired. The purpose of this study was to determine the effect of using online learning media in the teaching and learning process on midwifery students during the covid-19 pandemic.

METHOD

This research is quantitative research by using descriptive analytic method with cross sectional approach. This study aims to determine the effectiveness of online learning media in the teaching-learning process for midwifery students during the Covid-19 pandemic. The sampling technique in this study used a purposive sampling technique, when this research was carried out in March-April 2021. According to Kristanto (2018), in this study the data used were primary data. Data was collected by filling out a questionnaire, the data was taken using a structured questionnaire (Questionnaire) and Likert Scale. Analysts in this study used the technique of Univariate Analysis. This analysis was used to provide an overview of the research data, while the bivariate analysis in this study was carried out using Chi Square statistical tests using computerized Statistics Program Social Science (SPSS).

RESULTS

The univariate analysis in this study consisted of respondents' descriptive of the variables in the study, the respondents in this study were 30 Midwifery students level 3 STIKES Abdurahman Palembang. Data collection was carried out on April 7, 2021. The instrument used was a questionnaire sheet. Characteristics of Online Learning Effectiveness Assessment.

Table 1.
Distribution of respondents' assessment frequencies based on the effectiveness of online learning methods for midwifery students

Effectiveness of Online Learning	f	%
Effective	24	80%
Ineffective	6	20%

The results showed that the total number of respondents was 30 midwifery students. Based on the characteristics of the research that gave a very ineffective assessment of online learning methods, there were 6 (20%). Based on the characteristics of the research that provides an effective assessment of online learning methods, there are 24 (80%). Characteristics of Respondents' Assessment of Barriers in the Teaching-Learning Process Using Online Learning Methods. This research was conducted using an open questionnaire using a structured questionnaire, to assess the obstacles in the teaching and learning process in the online learning method, namely as follows:

Table 2.
Distribution of the frequency of respondents' assessments based on obstacles in using online learning methods for midwifery students

Barriers to Using Online Learning Methods	f	%
There are obstacles	23	76.6%
No obstacles at all	7	23.3%

The results showed that the total number of respondents was 30 midwifery students. Based on the characteristics of the research that gave an assessment of the obstacles to online learning methods amounted to 7 (23.3%). Based on the characteristics of the research that gave an assessment that there were no obstacles to online learning methods, there were 23 (76.6%) .

Bivariate Analysis

Bivariate analysis aims to determine the relationship between the independent variable (covid-19 pandemic) and the variable dependent (teaching-learning process) bivariate analysis in this study was carried out using Chi Square statistical test using computerized

Statistics Program Social Science (SPSS) which is a statistical program created to process or analyze data. Where the limit of significance is 0.05. If the value (ρ) 0.05 means H_0 is rejected so that there is a relationship between the independent and dependent values and if the value (ρ) 0.05 means H_0 is accepted so there is no significant relationship between the independent and dependent variables.

Table 3.
The relationship between the effectiveness of online learning methods and obstacles in the teaching and learning process during the covid-19 pandemic

Barriers to the online learning process	Effective	Ineffective	Total	<i>P Value</i>
There are obstacles	7 23.3%	6 20.0%	6 20.0%	0.66
No obstacles	23 76.7%	24 80.0%	24 80.0%	

Based on Table 3 shows that of the 30 respondents there are 7 respondents (6.7%) who said there were obstacles and gave an effective assessment there were 24 respondents (80.0%), and 23 respondents (76.7%) said there were no obstacles, and 6 respondents (20.0%) said it was not effective in using online learning media. Based on the results of the chi-square test, the p-value value (0.66) is greater than (0.05), thus H_a is rejected and H_0 is accepted, this shows that there is no relationship between the effectiveness of the method online learning with obstacles in the teaching and learning process during the covid-19 pandemic.

DISCUSSION

Barriers to the Use of Online Learning Methods During the Covid-19 Pandemic

From table 1, it is known that the research shows that the total number of research results from all respondents is 30 midwifery students. Based on the characteristics of the research that gave an assessment of the obstacles to online learning methods amounted to 7 (23.3%). Based on the characteristics of the research that gave an assessment that there were no obstacles to online learning methods, there were 23 (76.6%). This is also supported by previous research by Basilaia (2020), entitled "The Effectiveness of Online Learning in Health Higher Education" which shows that in the Covid-19 Pandemic the learning process greatly determines the quality and quality of graduates. The Covid-19 pandemic has changed learning patterns massively. The learning process that should have been carried out face-to-face has now turned into a distance learning system or online. The online learning process is not something that is usually done for most people, even in Indonesia online learning is only 20% of the lesson plans that are set every semester. Distance learning systems are not as effective as face-to-face systems. Especially in the midst of an emergency like today. Many things need to be prepared properly so that the learning process can run optimally. For example, infrastructure such as an adequate internet network (Sudayana, 2020).

In this online learning system, it is not enough to only prepare infrastructure in the form of networks and application platforms. There are demands that are even more difficult than that, namely the readiness of human resources (HR) and students. The readiness of human resources and students is absolutely necessary. infrastructure and facilities are good if users such as human resources such as lecturers and students are not ready to run it. To prepare human resources and students, in this case massive and structured socialization needs to be carried out. This can be done by providing and distributing media such as videos about

manual books or instructions for using available and required technology. The impact of this pandemic is very broad not only in the economic sector but also in the education sector.

In the online learning process or distance learning, learners are planned elsewhere or outside the teaching place and when the learning process does not occur face-to-face between the teacher and the learner. So that learning emphasizes self-study, and uses special techniques in designing learning materials such as organizational arrangements, administration and special methodologies of communication through various media such as computers, television, radio, telephone, internet, video and so on (Yuseralime, 2020). According to the researcher, the obstacles that are often experienced by students, lecturers and parents in online teaching and learning activities are lack of mastery of technology, the addition of internet quota fees, communication and socialization between other students and lecturers are limited, and the working hours are limited. not limited to female students because they have to communicate and coordinate with parents, other students and even lecturers.

The Effectiveness of Using Online Learning Media in the Teaching-Learning Process

From table 2, the research results show that the total number of respondents is 30 midwifery students. Based on the characteristics of the research that provides an effective assessment of online learning methods, there are 24 (80%). This is also supported by previous research by Basilaia (2020), entitled "The Effectiveness of Distance Learning (Online) During the Covid-19 Pandemic" which shows that according to Miarso (Rohmawati, 2015). "Learning effectiveness is one of the quality standards of education and is often measured by the achievement of goals, or it can also be interpreted as accuracy in managing a situation, "doing the right things". the effectiveness of learning is the results obtained after the implementation of the teaching and learning process. Effective learning is learning that provides opportunities for self-study or doing the widest possible activities for students, students and lecturers (Abidin, 2020).

The results show that students have the facilities and infrastructure to carry out online learning. Online learning is effective for overcoming learning that allows lecturers and students to interact in virtual classes that can be accessed anywhere and anytime. And this online learning method is considered quite effective depending on the situation. as well as the interests of the students themselves. Online learning can make students learn independently and increase their motivation. However, there is a weakness that students' online learning is not properly supervised during the online learning process. Weak internet signal and high cost of electricity are challenges for online learning. However, online learning can suppress the spread of Covid-19 in universities.

The Relationship Between The Effectiveness Of Online Learning Methods And Obstacles In The Teaching-Learning Process During The Covid-19 Pandemic.

Based on Table 3 shows that of the 30 respondents there are 7 respondents (6.7%) who said there were obstacles and gave an effective assessment there were 24 respondents (80.0%), and 23 respondents (76.7%) said there were no obstacles, and 6 respondents (20.0%) said it was not effective in using online learning media. Based on the results of the chi-square test, the p-value value (0.66) is greater than (0.05), thus H_a is rejected and H_o is accepted. This shows that there is no relationship between the effectiveness of online learning methods and obstacles in the process. teaching and learning during the covid-19 pandemic.

This is in accordance with research (Laili, 2020), where this researcher stated that Based on the results of the study it was found that most of the respondents (27 respondents/ 64.29%)

had positive psychological aspects during online lectures with the achievement of Semester 2 Academic Achievement Index with very good results. satisfying. The results of the correlation test obtained a significance value of 0.000 which means that the p value <0.05 (there is a relationship). It has been mentioned that the achievement of learning outcomes can be influenced by several factors, one of which is psychological factors concerning interests, intelligence levels, talents, motivations, and cognitive abilities (Purwanto, 2004).

The results of previous studies according to (Nuriansyah, 2020). <0.05 then there is an effectiveness of counseling on the knowledge of adolescent girls about preventing vaginal discharge for students of DIII Midwifery, University of Borneo Tarakan. Online counseling requires greater effort than the usual extension workers and students as the target group, it is not as easy and simple as imagined. create an interactive learning environment. Based on the results of the study, it can be concluded that there is no relationship between the level of effectiveness of online learning methods and obstacles in the teaching-learning process during the Covid-19 pandemic. Because in this study the respondents answered that although distance learning held by many educational units in Indonesia seemed sudden and unprepared. the percentage of answers that lead to positive answers.

The thing that makes the results of this study insignificant is because the online learning process is not hindered in terms of the internet or quotas because the research sampling was carried out in the city of Palembang and the quota has been prepared by the government of the Ministry of Education and Culture, so it can be concluded that this online learning has no obstacles or obstacles, there are obstacles but it depends on the situation of the students themselves such as lack of interest in learning, limited understanding of technology and timing that is still not optimal.

CONCLUSION

The 30 respondents, there were 24 respondents who gave an assessment of being effective in online learning (80%) and 6 respondents who gave an ineffective assessment of the use of online learning media (20%). The results show that the results of the study of the effectiveness variable distribution of respondents' assessment frequencies based on the level of effectiveness of online learning methods for midwifery students at STIKES Abdurahman Palembang in 2021. The effectiveness of 24 (80%) respondents is greater than the other measurement results. The results show that from the variable frequency distribution of respondents' assessments based on obstacles in using online learning methods for midwifery students at STIKES Abdurahman Palembang in 2021. Which states that there are no obstacles totaling 23 (76.6) respondents more than the results of measuring there are obstacles, Based on the test results chi-square value obtained p-value (0.66) is greater than (0.05), thus H_a is rejected and H_o is accepted. This shows that there is no relationship between the effectiveness of online learning methods and obstacles in the teaching and learning process. during the covid-19 pandemic.

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