

Effectiveness of Online System Lectures during the Covid-19 Pandemic

Sitti Hardiyanti Arhas¹, Lifya Ainun Mahardika², Muhammad Darwis³, M. Said Zainuddin⁴

^{1,2,3,4} Universitas Negeri Makassar

Abstract. The effectiveness of online learning is one form of measuring the success of an online-based learning process in achieving learning objectives. The purpose of this study is to find out how effective online learning is and the factors that support and hinder online learning during the Covid-19 Pandemic in the Office Administration Education Study Program, Faculty of Social Sciences and Law, Universitas Negeri Makassar. To find out the purpose of this research, a qualitative descriptive research was used. There were 10 informants in this study using data collection techniques through observation, interviews, and documentation. The data obtained from the research results are then processed using data analysis techniques consisting of data condensation, data presentation, and drawing conclusions. The results showed that the online learning process during the Covid-19 Pandemic at the Office Administration Education Study Program, Faculty of Social Sciences and Law, Universitas Negeri Makassar was effective. Thus, it can be concluded that online learning during the Covid-19 Pandemic at the Office Administration Education Study Program, Faculty of Social Sciences and Law, Universitas Negeri Makassar has been effective. This research can be used as a reference material in improving the teaching and learning process at the study program level because this research focuses on the effectiveness of online learning.

Keywords: Effectiveness, online learning, Covid-19.

1. Introduction

Education is the main pillar for the development of human resources and the quality of a nation. Education is one of the important aspects in life because education is a process of finding the identity of each person to improve the quality for the better for himself and his environment. Education is a conscious effort to realize students who can develop their potential, whether it is developing potential in science, technology, morals, and reason.

Undang-undang nomor 20 tahun 2003 article 3 which explains that "National Education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

Over time, the world of education was shocked by the outbreak of Coronavirus Disease 2019 (Covid-19) which originated from Wuhan China and spread throughout the world, including Indonesia. In dealing with the outbreak, Indonesia took action to implement a policy of learning from home and working from home. This policy also requires lecturers and students, especially at Universitas Negeri Makassar to master learning media so that learning can continue.

Effective is a basic word which means the occurrence of a desired effect or result, so an effective person's actions are actions that cause the expected results, while the adjective of effective is effectiveness (Husain et al., 2015). Then Effectiveness is measuring about a choice of targets achieved with a policy choice that can produce the desired end goal (Pasolong, 2014; Revida et al., 2020). Meanwhile, according to The Liang Gie (2014) Effectiveness actually comes from the word "effect" or the desired result

in an action. it can be concluded that effectiveness is a level of success to be achieved in accordance with predetermined goals.

Aspects of effectiveness according to Tanjung (2017), effectiveness can be explained that the effectiveness of a program can be seen from the following aspects: (1) Aspects of tasks or functions, namely the institution is said to be effective if it carries out its duties or functions, Likewise a learning program will be effective if the task and its functions can be implemented properly and students learn well, (2) Aspects of plans or programs, what is meant by plans or programs are programmed learning plans, if all plans can be implemented then the plan or program is said to be effective, (3) Aspects of Regulation/ provisions, the effectiveness of a program can also be seen from the functioning or not of the rules that have been made in order to maintain the ongoing process of its activities. This aspect includes rules both related to lecturers and those related to students, if these rules are implemented properly, it means that the provisions or rules have been in effect effectively. (4) Aspects of the goals/ideal conditions of an activity program are said to be effective in terms of results if the objectives or ideal conditions of the program can be achieved. Assessment of this aspect can be seen from the achievements achieved by students. What is meant is the targets to be achieved from results-oriented activities and planned processes.

According to Suprianto et al. (2020), online learning is the use of the internet network in the learning process. Online learning is a distance education system with a set of teaching methods where there are teaching activities that are carried out separately from learning activities. Learning comes from the word learning that has the prefix "pem" and the suffix "an" indicating that there are elements from the outside (external) that are "interventions" so that the learning process occurs. So, learning is an effort made by external factors so that the learning process occurs in the individual who learns. According to , there are three components to online learning, namely learning models, instructional and learning strategies, and online learning media. These three components form an interactive relationship, in which there is a learning model structured as a social process that informs the design of the online learning environment, leading to the specification of instructional and learning strategies specifically enabling learning through the use of learning technologies. In practice, online learning requires the support of hardware devices such as mobile phones, laptops, tablets, computers, which can be used to access various information anywhere and anytime. The various media used are also very diverse to support this online learning system such as Zoom, Google Meet, Classroom, Whatsapp, SYAM-OK, e-mail and many other media.

The availability of adequate facilities with good quality is certainly needed by every organization anywhere in carrying out activities to achieve the expected goals. Without the means, it is impossible to achieve the goal. Office facilities are things that must be managed properly because of their very important role in the work process. Likewise, if office facilities are not managed properly it will experience damage, loss, and even waste so that it affects the operational burden of the office. The importance of awareness of every employee to be able to pay attention and carry out maintenance of facilities wisely and well, so that things that harm the office do not happen. In addition, the office must also pay attention to the tools used. Because these tools are supporting an office activity. Even in today's era where everything is fast-paced and digital, it's time to switch to electronic devices. However, in fact there are still many offices that ignore this, which actually makes work hampered so that productivity decreases, and the morale of employees also decreases because they are annoyed with slow, outdated machines and make employees spend more of their energy. Productivity will be productive if offices, human resources, facilities and infrastructure support each other. outdated and make employees spend more energy. Productivity will be productive if offices, human resources, facilities and infrastructure support each other. outdated and make

employees spend more energy. Productivity will be productive if offices, human resources, facilities and infrastructure support each other.

Previous research related to the effectiveness of online learning during the Covid-19 pandemic conducted by Mustakim (2020) shows that: Learning innovations carried out by mathematics teachers are by using online media to help students undergo online learning during the Covid-19 pandemic. As a result, students rated mathematics learning using online media as very effective (23.3%), most of them rated it as effective (46.7%), and rated it as average (20%). Although there were also participants who considered online learning to be ineffective (10%), and absolutely none (0%) considered it very ineffective. To make mathematics learning even more effective, in the future teachers or educators are expected to apply the ten suggestions given by students,

The next research related to the effectiveness of online learning during the Covid-19 pandemic was carried out by Yolandasari (2020). which shows that online learning in Indonesian language learning in class II A is less effective. Because in practice students are only given tasks by the teacher, so the teacher does not know whether the students understand or not

Therefore, the aspect of this research is to look at the problems that hinder and support the online learning process as well as the effectiveness of the online system lectures during the Covid-19 pandemic for students of the Office Administration Education Study Program, Faculty of Social Sciences and Law, Universitas Negeri Makassar.

2. Method

This study uses a qualitative approach and the type of descriptive research. Qualitative methods are used to obtain in-depth data, a data that contains meaning (Sugiyono, 2019). This method is used because this study seeks to generate data through data collection methods in the form of observation, interviews, and documentation which then the results of the research will be described in accordance with the results of data processing that has been done. In this study using primary data types generated from interviews and observations made directly by researchers and secondary data obtained from literature studies and data available at the Office Administration Education Study Program, Faculty of Social Sciences and Law, Universitas Negeri Makassar. taken from sources that are clear and real.

To determine informants who meet the criteria and are considered to be able to provide data according to research needs, the informants of this research are 1 head of the Office Administration Education study program, 2 lecturers of the Office Administration Education study program, 4 students class 2019, and 3 students class 2020. In this study, the researcher acts as the main instrument in collecting data and information by using interview media in the form of interview guidelines, voice recorders, and mobile phones. Activities in qualitative data analysis are carried out interactively and take place continuously until complete, until the data is clear. Data collection begins by examining all available data from various sources. The data analysis technique in this study uses three data acquisition procedures consisting of data condensation, data display, conclusion drawing (Miles et al., 2020).

3. Results and Discussion

Based on the results of research conducted within the Office Administration Education Study Program, Faculty of Social Sciences and Law, Universitas Negeri Makassar on 10 informants by conducting the interview method as the most important data collection tool so that data can be obtained about the effectiveness of the online lecture system during the Covid-19 pandemic in the program. Study of Office

Administration Education Faculty of Social Sciences and Law Universitas Negeri Makassar as seen from the responses of informants who are considered representative. For more details can be described in detail based on the results of interviews of each indicator.

3.1 The existence of content or material that is relevant to the learning objectives

In the process of implementing online learning, of course, it must be supported by several things, one of which is the presentation of content or material. It is said to be effective if the lecturer prepares material that is relevant to the learning objectives to be achieved so that the learning process can run well.

Based on the results of the interviews, it can be seen that the material or content presented by the lecturer to the students is in accordance with the learning objectives. This is also in accordance with the results of observations made by researchers when participating in the online learning process, that the majority of lecturers provide content or material in the form of videos, Powerpoints, or PDFs to students during the online learning process.

3.2 Using appropriate Learning Methods

The online learning process can run optimally if there is interaction between lecturers and students. In delivering the material, lecturers are required to be able to innovate using appropriate learning methods so that learning objectives can be achieved.

Based on the results of interviews, it can be seen that the dominant lecturer uses the discussion and assignment method, not a few lecturers also use the lecture method and also question and answer. So far, the methods used by lecturers are appropriate and easily understood by students. This is also evidenced by the results of observations which show that lecturers use a variety of learning methods and the methods used are in accordance with the learning material.

3.3 Using Learning Media in various formats such as Text, Video, Visual, Multimedia and others

Learning media is one of the supporting tools in the learning process. because learning media plays a very important role in determining the success of learning, especially in the online learning process. The online learning process can run optimally if it is supported by adequate facilities and infrastructure. In delivering material, lecturers must use learning media in various formats such as text, visuals, videos, multimedia, and so on that can attract students' interest and motivation to learn.

Based on the results of interviews, lecturers use various types of learning media in the online learning process. learning media in the form of text in the form of PowerPoint and PDF in the form of reading, learning media in the form of videos in the form of animations and learning videos, as well as online learning media such as SYAM-OK, Google Meet, Zoom, and also Whatsapp. This is also of course in accordance with the results of observations which show that lecturers use a variety of learning media in the form of reading texts, videos and online media.

Universitas Negeri Makassar currently uses the SYAM-OK media in the online learning process. SYAM-OK itself is a platform created by UNM to facilitate the online learning process during the current pandemic. The SYAM-OK media is very easy to use, there are several features that support the online learning process, online learning activities can be monitored directly by the lecturer. However, SYAM-OK still has some drawbacks, such as the system that likes to make errors when accessed by many students, requires a high-quality network, the space limit for sending material files and assignments is only 10 Megabytes which is considered insufficient by some lecturers and

students, and most importantly is an unreadable system where the information has finished reading or watching the material given by the lecturer.

3.4 Can occur synchronously and asynchronously

The Covid-19 pandemic condition requires students and lecturers to carry out all teaching and learning activities from home or Study From Home as recommended by the government to break the chain of the spread of Covid-19. This condition requires lecturers to be able to make learning so that it can occur synchronously and asynchronously.

Based on the results of interviews conducted by researchers, it can be seen that online learning occurs synchronously through Google Meet, Zoom and other video conferencing media and also occurs asynchronously through Whatsapp and SYAM-OK media. This is in accordance with the results of observations where the online learning process in the Office Administration Education Study Program occurs synchronously and asynchronously.

3.5 Supporting Factors and Inhibiting Factors

The online learning process at Universitas Negeri Makassar, especially in the Office Administration Education Study Program, has been going on for quite a long time. Various efforts have been made by lecturers to continue to increase the enthusiasm and interest in student learning. However, in the online learning process, of course there are supporting factors as well as inhibiting factors.

Based on the results of interviews, the supporting factors in online learning are the learning process becomes more efficient and flexible, the availability of learning facilities that make online learning easier, and parental support.

As for the inhibiting factors in the online learning process, namely the unsupported network, the limited quota, and the saturation of students and lecturers.

Discussion

3.1 The existence of content or material that is relevant to the learning objectives

Content is scientific knowledge that should be mastered by teaching staff including facts, concepts, principles, laws, and theories (Purwianingsih et al., 2010). A lecturer must be able to master the content or material that will be given to students. If the material or content is in accordance with the learning objectives, the online learning process will be more structured, and students will find it easier to understand the material.

Based on the results of interviews and observations, it can be concluded that the material or content presented by the lecturer to the students is in accordance with the learning objectives. This can be seen from the lecturer who conveys the learning objectives first, also during the online learning process the lecturer sends material or content that is relevant to the learning objectives to students to make it easier for students to understand the material being taught.

3.2 Using appropriate Learning Methods

The learning method is one of the important aspects in the learning process. The position of the method is as a motivational tool, extrinsic, as a teaching strategy and also as a tool to achieve goals (Nasution, 2017). Lecturers are required to be able to master various types of learning methods, the better the methods used by the lecturers, the more effective the results will be in achieving learning objectives.

Based on the results of interviews and observations, it can be concluded that during the online learning process, the dominant lecturer uses the discussion method and the assignment method. The discussion method was chosen by the lecturer because

it was considered capable of improving students' thinking and also during the learning process between students and lecturers, as well as between students and students interacting with each other. While the assignment method is chosen by the lecturer to evaluate and find out the extent of the students' understanding of the material that has been previously presented. However, not a few lecturers also use the lecture and question and answer method during the online learning process.

This is also in line with the research results Yolandasari (2020) shows that the use of online learning methods should be used optimally by teachers. This is to support the implementation of online learning during the pandemic in an undetermined period of time when the application of online learning like this will end.

3.3 Using Learning Media in various formats such as Text, Video, Visual, Multimedia and others

Learning media is one of the facilities and infrastructure that can help online learning processes so that the intent of the material presented by the lecturer becomes clear with the learning objectives to be achieved. During the current Covid-19 pandemic, it is very important to use a variety of learning media that can support the online learning process so that lecturers and students can enjoy the online learning process and the results are more effective.

Based on the results of interviews and observations, it can be concluded that lecturers use various types of learning media. Learning media in the form of text in the form of PowerPoint and PDF in the form of reading, learning media in the form of videos in the form of animations and learning videos, as well as online learning media such as SYAM-OK, Google Meet, Zoom, and also Whatsapp.

Learning media can make it easier for students to understand the material presented by the teacher, for example animated videos, Power Point, Mind Map, or video explanations from the teacher (Darwis et al., 2021). Universitas Negeri Makassar currently uses the SYAM-OK media in the online learning process. SYAM-OK itself is a platform created by UNM to facilitate the online learning process during the current pandemic. SYAM-OK provides several features that are easy to use by students and lecturers. However, it is undeniable that SYAM-OK still has shortcomings, such as the system which sometimes crashes when many students access it.

3.4 Can occur synchronously and asynchronously

In the online learning process, it can occur or can be done directly at the same time between lecturers and students or can be done at different times between lecturers and students. Synchronous and asynchronous methods are inseparable from the online learning process. This makes it easier for students and lecturers in learning.

Based on the results of interviews and observations with informants, it can be concluded that the online learning process occurs synchronously and asynchronously. This is seen from the interaction between students and lecturers via Whatsapp and SYAM-OK as well as through video conferences such as Zoom and Google Meet, students are also sometimes active in independent learning when lecturers are unable to enter to present their material in online classes, as well as material sent by lecturers either through SYAM-OK or Whatsapp can be accessed anywhere and anytime. Although there are some materials that require an internet network to access them.

The synchronous method is very helpful for the online learning process because the lecturer can explain the material directly through the online media provided. Likewise with the asynchronous method which is very helpful and facilitates the online learning process because students can study independently at home when the lecturer is unable to attend.

This is in line with the research results Akib, et al. (2021) which explains that the synchronous and asynchronous methods are the most widely used methods for interacting with the learning environment. Where the advantage lies in that students do not always meet at the same place and time, but are able to share knowledge wherever they are.

3.5 Supporting Factors and Inhibiting Factors

In the online learning process, it cannot be denied that there are still supporting factors and inhibiting factors in the learning process. Based on the results of the interviews, it can be concluded that the supporting factors in online learning are (a) the learning process becomes more efficient and flexible (b) the availability of learning facilities that make online learning easier, and (c) parental support.

As for the inhibiting factors in the online learning process during the Covid-19 pandemic at the Office Administration Education Study Program, Faculty of Social Sciences and Law, Universitas Negeri Makassar, namely (a) networks that do not support (b) the need for more quotas, and (c) saturation students and lecturers.

4. Conclusion

Based on the results of research on the Effectiveness of Online System Lectures during the Covid-19 Pandemic in the Office Administration Education Study Program, Faculty of Social Sciences and Law, Universitas Negeri Makassar, it can be concluded that the online system lecture process in the Office Administration Education Study Program has been effective. The supporting factors in the online learning process are the learning process becomes more flexible and efficient, the availability of learning facilities that make online learning easier, and parental support. Meanwhile, the inhibiting factors are network conditions, quota usage and student and lecturer saturation.

References

- Akib, H., Amran, A., & Darwis, M. (2021). Effectiveness of Online Learning Implementation. *Jurnal Office*, 7(1), 41-46.
- Darwis, M., Arhas, S. H., & Nasrullah, M. (2021). Online Learning Based on the Borneo E-Learning Application (A Study of Student Satisfaction Analysis in the Use of the BEL Application at the Universitas Borneo Tarakan). *International Joined Conference on Social Science (ICSS 2021)*, 576-581.
- Husain, L., Amirullah, A. H., & Saleh, S. (2015). Efektivitas Pelaksanaan Pelayanan Kearsipan Pada Dinas Pendidikan Provinsi Sulawesi Selatan. *Jurnal Ad'ministrare: Jurnal Pemikiran Ilmiah Dan Pendidikan Administrasi Perkantoran*, 2(1), 46-52.
- Miles, H., Huberman, A. M., & Saldana, J. (2020). *Qualitative data analysis: A methods sourcebook*.
- Mustakim, M. (2020). Efektivitas Pembelajaran Daring Menggunakan Media Online Selama Pandemi Covid-19 Pada Mata Pelajaran Matematika. *Al Asma: Journal of Islamic Education*, 2(1). <https://doi.org/https://doi.org/10.24252/asma.v2i1.13646>
- Nasution, M. K. (2017). Penggunaan metode pembelajaran dalam peningkatan hasil belajar siswa. *Studia Didaktika: Jurnal Ilmiah Bidang Pendidikan*, 11(1), 9-16.
- Pasolong, H. (2014). *Teori Administrasi Publik*. ALFABETA: Bandung.
- Purwianingsih, M. W., Rustaman, N. Y., & Redjeki, M. S. (2010). Pengetahuan Konten Pedagogi (Pck) Dan Urgensinya Dalam Pendidikan Guru. *Jurnal Pengajaran*

- Matematika Dan Ilmu Pengetahuan Alam*, 15(2).
<https://doi.org/https://doi.org/10.18269/jpmipa.v15i2.285>
- Revida, E., Hidayatulloh, A. N., Soetijono, Kurniawan, I., Hermawansyah, A., Purba, B., Tawakkal, M. I., Bahri, S., Pelu, M. F. A., & Purba, S. A. (2020). *Teori Administrasi Publik*. Yayasan Kita Menulis.
- Sugiyono. (2019). Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D dan Penelitian Pendidikan). In *Alfabeta*.
- Suprianto, S., Arhas, S. H., Mahmuddin, M., & Siagian, A. O. (2020). The Effectiveness of Online Learning Amid the COVID-19 Pandemic. *Jurnal Ad'ministrare*, 7(2), 321-330.
- Tanjung, F. T. (2017). *Perbandingan Efektivitas Penggunaan Media Trainer dan Perangkat Lunak Festo Fluidsim Pada Pembelajaran Sistem Pneumatik di SMK 1 Cimahi*. Universitas Pendidikan Indonesia.
- The Liang Gie. (2014). *Administrasi Perkantoran Modern*. Penerbit Liberty.
- Undang-undang nomor 20 tahun 2003. (2003). *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*.
- Yolandasari, M. B. (2020). *Efektivitas Pembelajaran Daring dalam Pembelajaran Bahasa Indonesia di Kelas II A MI Unggulan Miftahul Huda Tumang Cepogo Boyolali Tahun Pelajaran 2019/2020*. IAIN Salatiga.