

THE EFFECTIVENESS OF ONLINE LEARNING FOR ISLAMIC-BASED HIGHER EDUCATION TOWARDS A NEW NORMAL ERA IN KOTA MEDAN

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Abstract: - *The implementation of online learning is applied throughout all Islamic-based universities in Kota Medan. Problems arise among lecturers and students when learning takes place. The implementation of online learning at the beginning of the pandemic was challenging and fun, but after a few months it turned out to give excess to lecturers, students and the learning process. This study aims to (1) determine the implementation of online learning carried out by Islamic-based university lecturers; (2) knowing the implementation of online learning experienced by Islamic-based university students; (3) to analyze the constraints in implementing the online learning process for Islamic-based higher education institutions in Kota Medan. This study uses a descriptive research method with a survey approach to prove that the implementation of online learning in Medan has been implemented optimally. Furthermore, through this method it will also be seen the impact of this online learning continuously for one semester for lecturers and students. The results showed that there had been a decrease in the quality of work among lecturers and a decrease in enthusiasm for learning among students. In addition, there is also a high level of boredom among students caused by the lifeless atmosphere of the lecture. Finally, the most dominant thing is that this online learning method is felt by students and lecturers as burdensome and expensive.*

Keywords: *Online Learning, Higher Education, New Normal Era*

Introduction

Learning in Islamic-based tertiary institutions has been carried out in accordance with the Internal Quality Assurance System as instructed by the Department of Education and Culture. The implementation of learning is adjusted to the Quality Standards for Learning (SMP) which have been produced and implemented according to the Standard Operating Procedures (SOP) of each university. The occurrence of the Covid-19 Pandemic made all Islamic-based universities in Medan City change their learning system. What was initially carried out with direct meetings between lecturers and students, had to be replaced with indirect meetings through internet social media and their location in their respective homes. The learning tools have not been prepared at all, the basis for implementing and implementing this new learning system through internet media has never been written in the Quality Standards and SOPs. Only the application of blended learning and e-learning has been implemented even though it is not optimal.

Lecturers and students carry out this learning process with the preparation as it is. Even a one semester lesson plan that has been compiled cannot be implemented completely. The Study Program Implementation Unit (UPPS) and Study Program (PS) are confused by applying what media are controlled by the lecturers so that the learning process does not stop. In the end, UPPS and PS leaders could only appeal and wait for reports on the implementation of the learning process carried out by each lecturer without being able to directly monitor them as usual. The control system has also been changed and adapted to the needs of online learning.

Online learning systems like this before the Covid-19 pandemic occurred were only used as an alternative learning system tailored to the needs of practical and field assignments. The online learning system is only used for routine meetings that occur in one or two meetings per semester. However, currently it is done fully for half, even now it is almost a semester.

The implementation of online learning which is implemented thoroughly in all Islamic-based universities in the city of Medan at first was fun and challenging. However, after being carried out for a long time, it appeared that it caused various problems that led to the learning process and the results obtained. Problems arise in the application system, signals, concentration, and students' understanding of the material presented.

The objectives of this study were (1) to determine the implementation of online learning by Islamic-based university lecturers; (2) knowing the implementation of online learning experienced by Islamic-based university students; (3) to analyze the constraints in implementing the online learning process for Islamic-based higher education institutions in Medan City. This study describes the conditions experienced when the learning process occurs. Starting from the lecturer's performance when teaching, the condition of students in taking classes, the learning process that occurs, and the main obstacles in implementing this online learning.

Literature Review

a. Study.

Learning is an activity towards individual change towards a better kapada. This is as said by Ainurrahman (2013: 36) that learning shows activities that are carried out by someone consciously or deliberately. This activity refers to a person's mentally active behavior to produce a change in himself. Through this statement we can find that a key to learning is the occurrence of a change for the better in a person. The definition of learning focuses on changes in individuals, while learning focuses on how to make these changes.

Islamic teachings explain that studying alone will lead someone astray. This is because learning is a process that takes place by relying on interactions between individuals, resulting in a transformation of knowledge and knowledge among the interacting humans. The way they interact is called learning.

b. Learning.

Learning is basically a process of guiding students to actively carry out the learning process to achieve the goals of a course. The Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, states that learning is a process of interaction between educators and students and learning resources that take place in a learning environment. So, this interaction process will be the center of attention. This is also stated by Trianto (2003: 19) who explains that learning is a conscious effort from a teacher to teach students (directing student interaction with other learning sources) with the intention that the goal can be achieved.

c. Online Learning.

Online here can be interpreted as an activity carried out using the internet. Related to this online learning, Bilfaqih & Qomarudin (2015: 1) say that online learning is a program for organizing learning classes on the internet network that is used to reach a wider target group. In addition, Thorme in Kuntarto (2017: 102) clarifies that online learning is learning that uses multimedia technology, virtual classes, CD ROMs, video streaming, voice messages, email and conference calls, animated online text, and online video streaming..

In addition, Ghirardini in Kartika (2018: 27) says that online learning provides effective learning methods, such as practicing with related feedback, combining activities with independent learning, personalizing learning based on student needs and using simulations and games. So, based on previous definitions, it can be said that online learning is a learning that uses technology by utilizing the internet during the learning process. This means that it is not done face-to-face but uses electronic media which can make it easier for students to study anytime and anywhere.

d. Online Learning Objectives.

Effective learning is learning that succeeds in achieving its goals. As for the learning objectives, according to Djamarah and Zain (2010: 42), if the scope is considered, the learning objectives are grouped into two parts: 1) there is a special purpose made by the teacher which comes from the subject matter to be delivered; 2) the existence of general learning objectives, namely learning objectives that have been listed in the outline of the teaching guidelines as outlined in the teaching plan prepared by the teaching staff. Each specific goal formulated by the instructor must meet the following requirements: a) specifically state the behavior to be achieved; b) limited only to the circumstances in which knowledge of the behavior is expected to occur (behavior change conditions); c) specifically states the criteria for behavior change in the sense of describing the minimum standard of behavior that is acceptable as an outcome.

The goal of online learning at this time is to prevent the spread of COVID-19, for this reason the World Health Organization (WHO) recommends stopping all activities that could potentially cause crowds. The Indonesian government also issued a policy in the field of higher education through a circular letter from the Ministry of Education and Culture, Directorate of Higher Education No. 1 of 2020 concerning efforts to prevent the spread of COVID-19 in the world of education. This circular instructs people to organize online learning and learn from their homes.

e. The effectiveness of online learning.

The effectiveness of online learning should not only be seen in terms of learning techniques but also depends on the characteristics of lecturers and students. Online learning has both a positive side and a negative side. However, at this time it will be seen the effectiveness of this online learning system after being carried out for almost one and a half semesters without even face to face. We must see this condition objectively and for what it is. It is feared that learning objectives will not be achieved if the negative side of online learning is too plural we find in the process. This is confirmed by Nakayama (2007: 3) who reveals that all literature in e-learning indicates that not all students will be successful in online learning.

What experts say at this time occurs because of the learning environment, and the characteristics of each student. Online learning activities implemented in several Islamic-based universities in Medan have different forms and techniques. In terms of understanding the material being taught and the assignments given to students, we must also review it. In addition, we also need to pay attention to the difficulties of lecturers in supervising students during online learning. In addition,

online learning really needs a strong internet signal and funds for its procurement so as not to hinder the learning process. This is a component that supports the level of effectiveness of online learning that must be fulfilled so that the specific and general objectives of learning can be achieved in the context of online learning.

Method

This study uses a descriptive research method with a survey approach to prove that the implementation of online learning at Islamic-based tertiary institutions in Medan has been implemented optimally. Furthermore, through this method, it will also be seen the impact of online learning continuously for one semester on the teaching and learning process and the impact on lecturers and students.

Result and Discussion

Online learning in Indonesia can be said to have started in March 2020. Islamic-based tertiary institutions in Medan City direct their students to be active independently in following the learning process on a platform where their courses will be conducted online by lecturers. Activities carried out in the online learning process are providing lecture materials, giving assignments / quizzes, and also one- and two-way limited discussion. This learning technique fully adapts to the lecturers' policies for each course. Media that can be utilized include e-learning, google classroom, video conference, telephone or live chat, zoom, webex, googlemeet, or whatsapp group. This online learning is one of the innovations in the education sector to answer the challenges of the Covid-19 pandemic by forcing every academic community to be technology literate and providing a more varied learning model..

Basically, this online learning uses material and timeframe according to the previously provided curriculum. However, in subsequent developments, online learning has become the only learning model that can be applied, while the curriculum provided with existing course planning tools is not ready to fully support this.

This is the best alternative that can be applied because online learning has the flexibility of learning time to study anywhere and anytime. This is due to the impossibility of applying health protocols to face-to-face learning on campus so that online learning is the most likely alternative to be applied at this time in a pandemic.

We have to look honestly at this online learning condition after being applied for a long time. Starting from the performance of lecturers, student acceptance of the material, assignments and assigned field practice. In addition, it is also necessary to look at the latest conditions related to the availability of funds, supporting equipment, and signals as an important part of supporting the online learning process. For faculties and study programs, online learning is an alternative method of learning that must be provided with a supervisory support system so that it does not run alone or without clear control. All learning support components and the curriculum must run optimally and are measurable through quality evaluation and audits. Amrizal (2017: 102) reveals that if the internal quality assurance evaluation is not carried out properly, it will make the faculty and study program trapped into a daily routine.

To measure the level of effectiveness of online learning at this time in several Islamic-based universities, it cannot be separated from what has been discussed previously. This online learning system must be able to form a spirit of independent learning, and also encourage interaction between students, especially for students who are usually not actively speaking so they will be

able to more freely convey their opinions / questions via writing if online learning is carried out as it is today. As for lecturers, this online learning method is here to change conventional teaching styles which can later increase work professionalism. The online learning model also provides opportunities for lecturers to assess and evaluate the learning progress of each student more efficiently because they can interact directly and have a track record.

a. Lecturer Learning Conditions

There was a decrease from 80.7% to 76.6% of lecturers who gave students the opportunity to ask questions. This shows a decrease in the performance of lecturers in guiding students in online learning. Even though more than 50% of students stated that the life atmosphere of the lecture was caused by the question and answer that occurred in the lecture.

On the other hand, during online learning, the material presented by the lecturers was only able to be absorbed by 50% less than the students. This could be due to the fact that GBPP and SAP are still running face-to-face meetings so that the absorption of lecture materials is not as expected. Moreover, lecture assignments that usually support the learning process when online learning are made easier and easier to do by the lecturer.

Lecturer discipline to start lectures on time in teaching has decreased during the pandemic, from 66% to 56%. Besides that, only 50% of the lecturers gave presentation material during the lecture, the rest only held discussions and other activities.

b. Learning Conditions in Students

At the beginning of the even semester. 2019/2020, as many as 85.5% of students felt boredom during online lectures. This increases to 88.3% in the middle of the odd semester. 2020/2021. This condition is in line with the decreasing performance of lecturers and the media used is also more google classrooms that do not show a physical presence such as zoom.

In addition, students also think that online learning requires more or expensive funds. Where there was an increase from 55.4% to 66.4% of students who said this in the two surveys that had been conducted. We can feel that there is a decline in the level of the economy in student families during this online learning process. So that online learning becomes burdensome to carry out from semester to semester.

c. Conditions of Online Learning Implementation

At the beginning of the online lecture even semester. 2019/2020, students stated that they prefer face-to-face learning 91.6% compared to online 8.4%. But at this time it was an odd mid-semester. 2020/2021 shows that the desire of students to study face-to-face remains stable and does not change, where face-to-face is 92.2% and online learning is 7.8%. This shows that online learning is less attractive to students studying on campus.

Comparison of the use of learning media during online learning that is of interest to lecturers is WhatsApp 44.6% -28.1%, Zoom 34.9% -3.9%, Google Classroom 18.1% -68%. There is an increase in the use of Google Classroom media during learning when compared between online lectures at the end of the even semester. 2019/2020 with online lectures in the middle of the odd semester. 2020/2021.

Conclusion

The results showed that there had been a decline in lecturer performance and a decrease in student interest in learning during online learning. In addition, the discipline of lecturers starting lectures and presenting material at the beginning of the lecture is also very low. Besides that, there is also a high level of boredom among students in attending lectures. Finally, the most dominant is that this online learning method is felt by students and lecturers to be burdensome and expensive.

Initially, the implementation of online learning was to support the curriculum and face-to-face learning process effectively. However, if all learning processes are carried out online, it turns out that it gives a concrete conclusion before our eyes that the conditions of the lecturers, the conditions of students and the quality of learning have decreased and are ineffective during the pandemic. So, the online learning process is completely ineffective in this new normal era.

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