

EFFECTIVENESS OF ONLINE LEARNING AS A FORM OF INDEPENDENT LEARNING AT NAHDLATUL

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Abstract

Technology and communication sciences have developed rapidly in all lines and fields, including the impact on educational institutions, as well as higher education as one of the producers of human resource products. Previously, learning had to focus on limited space, so in the millennial century, learning has changed the direction of cooperative learning according to user needs. Learners do civitas learning activities can be taken anytime, anywhere, even with whom it can be done. Online learning, the effectiveness of online models is a solution step. Technical precision, model, the right method effective innovative that bring change. The implementation of these fundamental changes has made the education system in Indonesia undergo a multi-change process. Actions are needed as a reform step in all areas of access to education as a point of achievement of national education goals. The research aims to determine the effectiveness of online learning (Online Learning Model) in an effort to realize the independence of higher institutions. The subject of study is the students of the Faculty of Education and Social Sciences, Nahdlatul Ulama University, Blitar. The research approach applies qualitative, data collection is carried out by interviews/questionnaires and questionnaires. It was found that online learning had a significant impact, especially when there was an increase in technological skills, a change in mindset, and an increase in language skills. There are weaknesses in personality control in the seriousness of attending lectures, the process of learning activities provides difficulties and experiences delays in study responses.

Keywords: *Online learning, Learning, Effectiveness, Independence*

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1. INTRODUCTION

Education in Indonesia has undergone many significant changes as a pattern of renewal as an effort to realize national education. Learning with various innovative and creative variations was created as a step to improve the curriculum system to meet the needs of the student community. The development of multi-technology has boosted major overhauls in educational institutions as a step to improve education quality assurance in line with the fundamental goals of national education. Applicative to the rapid development of information technology, models in online, synchronous, and asynchronous learning media for effective learning are increasingly being developed in all elements of formal and non-formal educational institutions (Susanty, 2020).

Patterns of learning through the online system, using the internet system, with all the constraints and challenges of learning are required to meet the factors of accessibility, connectivity, flexibility, and competencies that are able to encourage effective, efficient multi-interaction and still carry the fundamental character. Distance learning models, in the same time space, different places, and in different moods, require interesting learning concepts, providing interactive alternatives that can influence student learning success, and internal and external learning outcomes (Bakhrun et al., 2020).

A forward-thinking on how learning in tertiary institutions which is fundamental to the Indonesian nation's national education goals is able to provide learning outcomes according to national education standards, which have the nuances of national research standards, as well as being able to encourage and create the nuances of national community service standards (Setiono, 2021). National standard education (PP Number 4 of 2022) proclaimed by the government of the Republic of Indonesia is a fundamental criterion as a determination of character education intended to measure, evaluate, and assess the quality of education as a measure to improve the quality of national education. A system with multi-components that are interconnected and related to the fundamental principles of education management (input-process-output). A fundamental step in an effort to encourage the achievement of the function of education in the development of competencies as the ability of the nation's children and the formation of the character of the Indonesian nation as a manifestation of the existence of a culture of civilization that has the dignity of the nation as an effort to realize the intelligence of the nation's life, so that the goal of growing and developing children's potentials students to become human beings of faith and piety to God Almighty will soon be achieved (Sutrisna, 2021).

Education through the online learning process seeks to produce qualified human resources with international quality. With the existence of intelligent quality resources with ethical

character, the stability of the Indonesian nation will be maintained. How online learning is able to provide an active-creative, innovative learning feel that can encourage high interactiveness as a self-development step is very necessary (Adriyanto et al., 2020b). Appropriate online learning systems, methods, and multi-models are needed according to course requirements. Online teaching technical programs are needed, through tools and management that are able to encourage the creation of effective and efficient online teaching that does not leave the characters in accordance with national education goals (Dewi, 2017).

The compression of digitalization in the development of online-based teaching is something that must be paid attention to in this decade of sustainable development. Learning is possible in different situations, in different spaces, and can apply at the same time or even in different places. Online teaching can apply the zoom meeting model, Google Classroom, and video conferencing, which is supported by the WhatsApp application as a reviewer of the learning movement. Several university lecturers in this decade have used and applied this platform system more widely. The question is whether the online learning method that has been implemented is really successful. Then, where lies the success of these methods? And there are many more questions that are polemic about this online learning system. Strengths and weaknesses are part of the discourse which is a challenge for tertiary institutions as much as possible to be able to create an online platform that is able to answer needs and learning outcomes that match learning needs (Mitasari et al., 2021).

The role of institutions, the role of institutions as well as the role of lecturers in an effort to develop a learning system that is able to answer learning outcomes that are able to answer national education goals is a challenge. The positive impacts and impacts that lead to the negative applicability of this online platform model require in-depth follow-up studies. This effort is part of formulating a media that applies information technology which not only provides knowledge transfer but is able to shape the nation's character according to national education goals. The phenomenon is that not all teaching/learning can be applied to online teaching. This material becomes fundamental that must be followed up which does not only talk about online learning concepts, but how to apply appropriate learning that is able to answer this material. Lecturers as human resources, standing as educational actors, as well as teaching facilitator actors in higher education institutions must really act pro-actively to create creative and innovative cooperative learning, in online learning in multi-methods and multi-media, providing facilities interactive with a comfortable character in a conducive online class. It is a fact that the stages of teaching are basically an effort to improve not only the process of pedagogic competence, but other competencies (social, professional and personality) (Dewi, 2017).

The challenge for supporting lecturers is to carry out the effectiveness of being active, having multiple creative designs, being innovative in developing online learning models as a technical design of learning activities that will be applied in class in different spaces, different places, in a very different atmosphere. How can learning that is carried out online be able to create a nuance of flexibility, provide the benefit of language skills, and form the characteristics of Pancasila students. The effectiveness of this online model is a challenge for the 5.0 industrial revolution for the academic community, especially course teachers in an effort to improve education as a step towards achieving the goals of National Education (Agustin et al., 2020).

2. RESEARCH METHODS

The study design uses a descriptive qualitative approach, with a field survey action design in the application of interviews as a step to obtain data-information. The data is in the form of the context of the tendency of the subject's thoughts related to models and techniques for implementing the effectiveness of online learning activities. Research subjects in semester 3 to semester 7 of the Faculty of Education and Social Sciences, Nahdlatul Ulama University Blitar, 15 women, 15 men). The technical questionnaire for the effectiveness of online learning activities refers to subject indicators on student attitudes towards online learning (e-learning), motivation, trust in the internet (general internet self-efficacy), and commitments to online learning (Miftakhuddin et al., 2022). This technique is a step to find out student recognition of the effectiveness of online learning as an independent educational institution (Adriyanto et al., 2020a).

3. RESULTS AND DISCUSSION

Universally the study is focused on learning to apply online models. In the initial review, it was found that 53.33% (16 students) found that there was recognition that there was readiness for online learning, and 46.57% stated that they were not ready. In the middle of the semester, it was found that 70% of students entered readiness to participate in learning, an increase of 23.43%. However, this readiness does not mean adding value to the effectiveness of ongoing learning. Literacy readiness, signal interference, technology readiness, learning motivation, independent learning, learning control, and the ability to trust to communicate online are obstacles and challenges (Kuntarto, 2017). At this point, fundamentally the biggest obstacle is the readiness of course instructors and the presence of students. This means that low digital literacy skills will have a negative impact on learning readiness. The platform as a learning medium is the focal point of successful learning. This is based on the fact that the media choices used are sometimes

not in accordance with student preferences. And the campus as an institution providing learning platforms, as managers of the learning management system does not fully support it, supporting lecturers become the sole executor to determine what platform should be applied in their learning (Priyambudi et al., 2021).

Almost the overall pattern of online learning designs uses the Zoom meeting and Google Meet platforms. This design basically shows a forced online learning pattern, meaning that this online learning pattern is only a step in an effort to maintain a direct learning climate and ecosystem. Learning design, lectures/lectures that are formed in technical terms, there are presenters as material presenters according to the predetermined teaching plan sub-studies, there are audiences (asking questions and comments) as a step to create academic discussion (Pratasik, 2021).

It appears that research has found various rhythms of ineffectiveness of online learning. Gaps related to digital literacy, student unpreparedness, weak motivation, lack of internet trust, and low commitment are challenges to revitalizing the right learning model. It is appropriate that supporting lecturers are able to be creative, innovative, reason literate, capable of revitalizing so that tactical learning is able to lead to actual and contextual cooperative learning sessions. Not just being ready, digital literacy competencies or student preferences, but adjustment policies are a standard of concern (Puspitasari et al., 2022).

3.1 UNIVERSAL CHALLENGES

Challenges or can be said to be the constraints that require appropriate and efficient service actions. The technical, managerial and competence challenges that exist in students make 26.67% of students unable to fully participate in learning. They stated that having a quota, having a weak signal, and disrupting other activities at home, especially sleeping were the highest markers. Another challenge is the existence of a commitment that is formed within, that if they are present, not in a state of presentation, boredom becomes a motivation so they don't need to seriously follow the course of learning. Another thing that is a distraction as well as a challenge for revitalization is the non-commitment of the supervisor in managing the schedule, namely the frequent changes in online learning time, learning not according to schedule (Nastiti & Hayati, 2020).

However, basically, students who undergo full learning online lectures, does not mean they do not experience obstacles. The behavior of the barriers above basically also emphasizes the learning ecosystem that is lived. Internet connection is the main challenge, this was answered based on the results of a survey that the average Blitar Nahdlatul Ulama University student came from a district, rural area, a geographic area where the internet is difficult to detect, only certain online outlets reach out, and students don't have them. It appears that challenges or disturbances

from a technical and managerial perspective contribute to the lack of effectiveness of online learning (Widianto et al., 2023). In the aspect of recognition in the delivery of material, it was found that 70% or 21 students as study subjects stated that the delivery of lecture material was felt to be ineffective. It is clear that in this fundamental aspect, the course instructor must carry out a self- evaluation. Another challenge is the duration of lectures that clash, entering a room with difficulty, going in and out of a room, only a few activate the camera, attending lectures by doing other activities (eating, playing games, even sleeping), not according to the schedule, and/or the same schedule.

3.2 STUDENT MOTIVATION FOR ONLINE LEARNING

The e-learning model as a pattern of distance learning by applying various learning methods in teaching activities is practically separate from learning activities. Application involving elements of digital technology as a teaching system (Sobri et al., 2020). Differences in environmental ecosystems, demographics which are basically environmental factors are one of the obstacles to success, especially triggering student motivation. Motivation which is said to be theoretical constructions explaining intensity, initiation, quality, character, as well as direction to achieve goals is expected to be able to encourage students to take action both physically and mentally. Important activities that influence student learning strategies. The tendency for student recognition shows that this ineffectiveness occurs as a result of online learning providing less challenges, minimal involvement which results in low learning motivation. Perseverance decreases, creativity does not appear to be their recognition. The learning ecosystem that is formed online, as a result of the monotony of tutors, and the presence of students as reluctant audiences is the starting point for low self-esteem characteristics, especially concentration, curiosity, the spirit of critical reasoning, independence, and low self-readiness.

Students stated that the motivation to get a ples score from the supervisor directly as an active, creative and innovative person was not found. This means that they state that online presence does not encourage them to be interested, only some are on camera, showing themselves as motivation and concentration which is the attraction is not found. Nearly 76.67% or a total of 23 students said this behavior made concentration absent as a motivation for learning. Another thing is the readiness of the supporting lecturers in teaching materials, limited time, low voice, even feeling that there is noise coming in which is a weakness in learning motivation. It appears that student learning motivation is not only hindered by internal factors but also collides with external aspects.

3.3 COMMITMENT TO LEARN ONLINE

From the material readiness of students in an effort to participate in online learning, according to the data it was found that control readiness to want to learn was the biggest factor. The willingness to attend lectures on time, to focus on the dimensions of the lectures, to continue to follow the course of the teaching and learning process is a challenge for self-revitalization. As another finding, students do not carry out lectures full time more in their managerial and technical systems. This means that the cause of other activities outside of lectures is the biggest answer (76.67%).

There are several recognitions stating that lectures, filling in the attendance list, understanding the content of teaching materials, studying teaching materials and uploading assignments are important. However, the culture of ease of assessment that is entrenched in the higher education environment of Nahdlatul Ulama University is a special highlight. In this material, there are several aspects that are the hidden meaning of the policies taken. This weak commitment requires medical action as a revitalization of the effectiveness of online learning patterns, especially learning policies that must be determined by lecturers in charge of the course (Maulana & Hamidi, 2020).

These considerations based on student recognition lead to the assumption that online learning that occurs is not an affirmation of priority lecture achievements for students on the learning experience side, but rather a determination of online learning only. Lecturers who support the course only carry out learning according to the subject being taught, the most important thing is that students participate in learning activities, seriously or not, appear on came or not. However, some findings were obtained, some supporting lecturers were able to create online learning that full time students were able to follow until they finished. Active pro-active activities created by supervising lecturers are able to bring a more conducive learning ecosystem. There is satisfaction in students that cooperative learning learning is obtained significantly.

Another finding in the interview item with lecturers is that do lecturers and students need tactical technical training for the development of online learning? Nearly 90% of students stated that training was needed as an effort to increase the effectiveness of online learning as a tactical independent learning. Regarding this material, the weakness of the tutor in providing feedback in the implementation of online learning gives a positive meaning to the positive value of interest and the level of student participation in online learning (Widayati et al., 2020). The difficulty of monitoring tutors on students, student learning activities have an impact on the assessment system. Basically that the characteristics of students, the characteristics of the cultural environment become a scheme of technical maturity for online learning. This means that

obligations and responsibilities follow an online model; internet availability; and digital literacy competencies with multi-subjects that have character with multi-achievement goals, appropriate effective learning strategies are needed according to the needs of the user community as an achievement of education and sustainable development (Rusdiana & Nugroho, 2020).

4. CONCLUSION

The implementation of online learning (online) is said to be uneven learning, both in terms of the readiness of students and lecturers. In terms of quality, online learning and the achievement of learning objectives are challenged by multiple obstacles, meaning that there are multiple obstacles such as low digital literacy, limited quotas, internet reach, student culture and conventional digital-hopping activities. This material challenge is the impact of ineffectiveness in online learning patterns. From the side, low digital literacy will lead to weak monitoring, assessment, holding of academic discussions and even the intended learning outcomes.

The uniqueness of student commitment and motivation in participating in online learning means a decrease in skill acquisition. Because of this, it is difficult to obtain material whether students are able to take part in learning effectively as a fundamental of independence. Qualified digital competence, adequate infrastructure, in an ecosystem space accessible to the internet, the nuances of a conducive learning ecosystem for cooperative learning will be able to provide effectiveness as independent learning. High positive and adaptive response behavior both in the course tutors and students will be able to answer the challenges of online learning. The availability of learning models or media according to student characteristics, as well as the availability of varied learning resources, as well as the right learning ecosystem will encourage the achievement of effectiveness in online learning.

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