

Evaluation and Creativity of Online Learning During the Covid-19 Pandemic

Harahap Fransiska
Department of Natural Science
The Faculty of Mathematic & Science
Manado State University
Indonesia

Tumewu Widya Angelia
Department of Natural Science
The Faculty of Mathematic & Science
Manado State University
Indonesia

Wowor Ester Caroline
Department of Natural Science
The Faculty of Mathematic & Science
Manado State University
Indonesia

Abstract:- Online learning has been carried out at all levels of education due to Covid-19 pandemic. The purpose of this research is to find out the barriers to online learning and find solutions. Surveys, written interviews, and literature studies have been conducted on students. The result of the study shows that there are 23 obstacles to online learning. The biggest obstacle is the poor quality of the internet and limited internet quota. Educators (lecturers) are the party who has the largest portion to be able to control online learning. The two highest obstacles that can be controlled by lecturers are too much students' workload and lecture time is not on the schedule. Based on the principles of learning, creativity has been indicated as a solution to the obstacles to online learning.

Keywords:- Evaluation, Creativity, Online Learning, The Covid-19 Pandemic.

I. INTRODUCTION

It has been known that in December 2019 the corona virus hit the world, so it was called the global covid-19 pandemic. All countries were affected, including Indonesia. All sectors of life feel the consequences and requires anticipatory action. The mandatory online learning policy at all levels of education in Indonesia is a clear evidence of state action to protect its citizens. Manado State University is actively implementing this policy. Of course, including Natural Science Education students.

The policy from the Ministry of Education and Culture of the Republic of Indonesia stated that learning online and working from home is necessary for the prevention of the spreading of Corona virus disease (Covid-19). Online learning is education that takes place over the internet. It is just one type of –the umbrella term- for any learning that takes place across distance and not in a traditional classroom.

Online learning should be fun because learning from home would be relaxed, spend more time with family, know more about Informatics Technology (IT), and so on. However, when studying online, students' faces often look unhappy. There must be a problem. The purposes of this research were as follows: 1) to know the obstacles of online learning, 2) to find the solutions to those obstacles.

II. MATERIAL & METHODS

Survey, took place from June to July 2020. Written interview, conducted in August 2020. Literature studies, conducted to obtain data on evaluating obstacles to online learning elsewhere in Indonesia.

Respondents in this study were 70 students of Natural Science Education, Faculty of Mathematics and Natural Sciences, Manado State University. Majority of the respondents came from North Sulawesi, Central Sulawesi, South Sulawesi, North Maluku, and North Sumatera.

III. RESULT & DISCUSSION

A. Result

According to the survey results, the obstacles in online learning are: poor quality of internet connection (77%), limited internet quota (68%), too many assignments from the lecturers (48%), lecture time is not on schedule (45%), electricity is off (39%), eating pattern become disturbed (23%), cost of living become higher/ feel bored/ gadget capability is not sufficient (16%), lack of appreciation of student task (13%), the duration of online learning time exceeds the credit limit/ selection of learning applications that waste internet quota (11%), technical problem in online learning applications (9%), not all lecture material can be learned/ internet quota from the government is only for users of certain providers/ parents do not understand conditions of online learning (6%), too many variations of learning applications/ distracted by the desire to check on social media in th gadget/ cannot feel the atmosphere of an offline lecture/ miss college friends (4%), sometimes don't have time to take a shower/ there is a fear of being a 'failed product'/ not proficient in using Informatics Technology (2%).

The two highest obstacles are poor quality of internet connection, and limited internet quota. The first obstacle is similar to the result obtained in research at UGM Yogyakarta [2], UIN Raden Fatah Palembang [3], IAIN Tulungagung [4], IAIN Bukittinggi Padang, UIN Sunan Kalijaga Yogyakarta, and IAIN Metro. The second obstacle is similar to the result obtained in research at IAIN Bukittinggi Padang [5], UIN Sunan Kalijaga Yogyakarta [6], IAIN Metro [7], and UIN Sultan Thaha Saifuddin Jambi [8].

Obstacles can be controlled. Based on the results of this survey, there are 52% of online learning obstacles that can be controlled by lectures (educators). The two highest obstacles that educator can control are too much students workload, and lecture time is not on schedule. The first obstacle is similar to the result obtained in research at UGM Yogyakarta [2], and IAIN Tulungagung [4]. The second obstacle is similar to the result obtained in research at UGM Yogyakarta [4].

B. Discussion

According to Dunwill there are 6 teaching principles transferred to online course [1]. The six teaching principles are: 1) contact between students and faculty, 2) develop cooperation and collaboration among students, 3) set up an active learning environment, 4) feedback: it must be prompt, 5) communicate high expectations tempered with realism, and 6) respect the diversity in your class. The problems obtained can be arranged based on these six teaching principles.

Based on the six teaching principles, these problems can be minimized creatively. The point is we have to keep trying to be creative in all aspects of learning. The result of my teaching experience and creativity in teaching the Professional English 2 course, Natural Science 2 course, and Planning Natural Science Learning course is obtaining a good average final grade. The average final grade of Professional English 2 course is 3.91 (n=23), Natural Science 2 course is 4.00 (n=25), and Planning Natural Science Learning course is 3.81 (n=3.81).

Teaching principle-1. Based on my teaching experience, some creativity can be done in terms of contact between students and faculty. Lecturers are willing to accept private chat about lectures via WhatsApp. Mention students' name in discussions, especially those who are shy. Lecturers 'face to face' is a maximum of 1 hour (synchronous), the remaining time is for asynchronous lectures. Evaluate and select learning applications with minimal technical constraints. Give response to student assignments as soon as possible even if only in symbol form. These actions can minimize students' problems such as feel bored, lack of appreciation for student assignments, the duration of online time exceeds the credit limit, and technical problems in online learning applications. Social Learning Theory suggested effective online courses depended on interaction between students and educators as instructors need to praise, reinforce, or correct students within the online classroom to encourage future behaviors [9].

Teaching principle-2. Based on my teaching experience, some creativity can be done in terms of develop cooperation and collaboration among students. Give freedom to the presentation group to create discussion material according to the learning objectives. Presentation material must be interesting and uploaded at least D-3 so that there is enough time for discussion (asynchronously). Don't forget to give thanks and appreciate the group work. Give assignments oriented on quality not on quantity, so that students have enough time to maintain their health. These actions can

minimize students' problems such as too many assignments from the lectures, and eating pattern become disturbed. According to Moore that student-student interaction and self-discipline are the strongest predictors of success and satisfaction with online courses [9]. These findings suggest self-disciplined students took it upon themselves to learn and apply the course material, took part in communications with fellow students, and perhaps even formed an online community through their communication that encouraged other students to feel connected and stay in the courses.

Teaching principle-3. Based on my teaching experience, some creativity can be done in terms of set up an active learning environment. Commit to the schedule. Evaluate learning applications according to student abilities, and ask fellow lecturers to choose only a few of the best. Use humor or riddles to relieve stress at the beginning of the lesson. Always ask students to associate learning with real life situations (contextual meaning), so they don't feel bored. Assign students to make questions –open ended question- to the presenter group (asynchronous), and choose one or two creative questions (unique, new, and useful) for class discussion (synchronous). These actions can minimize students' problems such as lecture time is not on schedule, feel bored, selection of learning applications that waste internet quota, technical problems in online learning applications, and too many variations of learning applications. According to Douglas & Uwin, teachers can enhance learning substantially in their classrooms by integrating active learning approaches into their teaching [10].

Teaching principle-4. Based on my teaching experience, some creativity can be done in terms of feedback that it must be prompt. Provide feedback on assignments sent by students as soon as possible. Give opportunities to students who do not have adequate gadgets/laptop for G-classroom to send assignments via private chat WhatsApp. Always praise good work, but give encouragement to work that is not yet good. Encourage with positive words. These actions can minimize students' problem such as lack of appreciation of their task. Students are able to build on their previous experiences through receipt of timely and affective feedback. The Net Generation learners prefer and even expect immediately feedback [11]. Johnson founded that learners receiving immediate feedback perform better than learners who receive delayed feedback [12]. Providing immediate feedback on online lectures is very important. It is a critical aspect of quality instruction, so learners know what areas they have exceeded in and what areas to focus on for improvement [13].

Teaching principle-5. Based on my teaching experience, some creativity can be done in terms of communicate high expectations tempered with realism. Always provide a syllabus to student at the beginning of lectures and ask students to focus on learning goals. Tell them that only essential topics will be covered. Give students timelines and benchmarks for completion of short-term and long-term projects. These actions can minimize students' problems such as lecture time is not on schedule, feel bored,

selection of learning applications that waste internet quota, technical problems in online learning applications, and too many variations of learning applications. More suggested that students must be directly engaged in the learning process [9]. It is therefore essential that educators advise students about this from the onset of online courses and provide recommendations regarding formation of an online community within the course.

Teaching principle-6. Based on my teaching experience, some creativity can be done in terms of respect the diversity in class. Try to have students' data (home address, economics ability, health) so that we can consider effective and efficient learning applications. Get used to discipline the schedule and duration of learning time. These actions can minimize students' problem such as lecture time is not on schedule, cost of living become higher, gadget/laptop capabilities are not sufficient, selection of learning applications that waste internet quota, and technical problems in online learning applications. According to Plessis & Bisschoff, there are two competencies that teachers must have with regard to diversity, namely diversity competency and human factor competency [14]. Diversity competency is the ability to use awareness of differences, knowledge and understanding of differences, and facilitation skills to leverage differences to benefit people and organizations. Human factor competencies are commitment, dedication, loving-kindness, acceptance, persistence, responsibility and accountability to affectively facilitate productive diversity in the classroom.

IV. CONCLUSIONS

The results of this study have shown that the two biggest obstacles to online learning are inadequate network and internet quota. Educators (lecturers) are the party who has the largest portion to be able to control online learning. The biggest obstacle to online learning that can be controlled by educators (lecturers) is too much student workload and learning time that is not on schedule. Based on the principles of learning, creativity has been indicated as a solution to the obstacles to online learning. Creativity can be trained and needs a greater portion of attention in planning online learning. Specific research is needed to determine the relationship between creativity and the efficiency and effectiveness of online learning.

REFERENCES

- [1]. Dunwill, E. (2016). "6 Teaching Principles Transferred to Online Courses: Strategies to use." <https://elearningindustry.com/6-teaching-principles-transferred-online-courses-strategies-use>
- [2]. Pusat Inovasi & Kajian Akademik UGM. (2020). "Infografis Pembelajaran Daring", downloaded from <https://pika.ugm.ac.id/id/2020/03/31/infografis-pembelajaran-daring-2/August>
- [3]. LPM UIN Raden Fatah Palembang. (2020, July 15). Webinar Sharing Pengalaman Evaluasi Pembelajaran Daring. [Video]. You Tube, upload by PUSTIPADA UINSU, https://www.youtube.com/watch?v=4t5oJ_RL0Uw
- [4]. LPM IAIN Tulung Agung. (2020, July 15). Webinar Sharing Pengalaman Evaluasi Pembelajaran Daring. [Video]. You Tube, upload by PUSTIPADA UINSU, https://www.youtube.com/watch?v=4t5oJ_RL0Uw
- [5]. LPM IAIN Bukittinggi, Padang. (2020, July 15). Webinar Sharing Pengalaman Evaluasi Pembelajaran Daring. [Video]. You Tube, upload by PUSTIPADA UINSU, https://www.youtube.com/watch?v=4t5oJ_RL0Uw
- [6]. LPM UIN Sunan Kalijaga, Yogyakarta (2020, July 15). Webinar Sharing Pengalaman Evaluasi Pembelajaran Daring. [Video]. You Tube, upload by PUSTIPADA UINSU, https://www.youtube.com/watch?v=4t5oJ_RL0Uw
- [7]. LPM IAIN Metro. (2020, July 15). Webinar Sharing Pengalaman Evaluasi Pembelajaran Daring. [Video]. You Tube, upload by PUSTIPADA UINSU, https://www.youtube.com/watch?v=4t5oJ_RL0Uw
- [8]. LPM UIN Sultan Thaha Saifuddin Jambi. (2020, July 15). Webinar Sharing Pengalaman Evaluasi Pembelajaran Daring. [Video]. You Tube, upload by PUSTIPADA UINSU, https://www.youtube.com/watch?v=4t5oJ_RL0Uw
- [9]. Moore, J. (2014). Effect of Online Interaction and Instructor Presence on Students' Satisfaction and Success with Online Undergraduate Public Relation Courses. *Journalism & Mass Communication Educator*, 69(3):271-288 (DOI:10.1177/1077695814536398)
- [10]. Douglas, A and Unwin, A (2001). Active Learning and Creativity in Education, in *Creativity in Business and Education*, Lodz: The Academy of Humanities and Economics in Lodz. Pages 138-152, ISBN: 83-87814-34-2
- [11]. Groome, T. (2011). The changing student: The Net generation. In K. G. Mastrian, D. McGonigle, W. L. Mahan, & B. Bixler (Eds.), *Technology in Nursing Education*. pp. 27-42. Sudbury, MA: Jones and Bartlett Publishers.
- [12]. Johnson, S. (2014). Applying the seven principles of good practice: Technology as a lever in an online research course. *Journal of Interactive Online Learning*, 13(2), 41-50.
- [13]. Leibold, N., & Swartz, L.M. (2015). The art of giving Online Feedback. *Journal of Effective Teaching*, 15(1):34-46.
- [14]. Plessis, P.D., & Bisschoff, T. (2007). Diversity and Complexity in the Classroom: Valuing Racial and Cultural Diversity. *Educational Research and review*, 2(9):245-254.