CHANGE AND ADAPTATION OF THE LECTURE SYSTEM IN CRISIS TIMES CASE ON BUSINESS SCHOOL

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INTRODUCTION

The case of Covid-19 is still one of the most frightening problems in the world because of the emergence of new virus variants that can spread quickly. The last new variant viruses that still exist are the omicron and delta viruses, although currently the Covid-19 case is getting under control, but restrictions on human activity are still being carried out to avoid the spread of Covid-19. The application of strict health protocols when entering a public place such as a shopping center, including the campus as a place for the teaching and learning process between lecturers and students.

Figure 1.

Data Kasus Covid-19 dalam Setahun Terahir di Indonesia

Source: https://covid19.go.id/peta-sebaran

Data Figure 1. Shows that there is still a chance for national data on Covid-19 cases to rise again as a result of a new variant that causes an increase in the number of positive cases in Indonesia. The increasing number has caused several campuses to hold lectures online. Lecture activities which are usually carried out face-to-face but as a result of the Covid-19 virus infection require everyone to avoid crowds and campus policy requires full online lectures again even though they have tried hybrid lectures. Lecture activities carried out online cause all lecture materials to be delivered to students using online media.

Diponegoro University uses lecture media such as Microsoft Team to connect lecturers and students. Since 2020, Microsoft Team has become the main medium for lectures, including activities such as meetings between lecturers, final project guidance and other activities. Data for all lecturers and students is integrated in this system, making it easier to search for lecturer or student data. According to Heinich et al. (2002) computer systems can provide instructions to students and can perform interactions and activities in the form of tasks and other activities that are specifically designed so that the teaching and learning process can run well.

This change in the learning system must be quickly responded by lecturers or students because it has 100% changed from offline to online. Everyone has different abilities in responding to change, in this study to see the adaptation of lecturers and students to changes in the prevailing learning system. Based on the research of Joseline et. Al (2021) Education in this digital era is important to support technological devices, it is important to make a special budget to upgrade technological devices used by educational institutions such as campuses or schools that have implemented an online lecture system.

The experience of a teacher also has a great influence on the effectiveness of the teaching and learning process (Irvine, 2018). Although at first every teacher will definitely need time to understand the material he teaches, over time it will definitely be more effective through the process that a teacher goes through. It's the same in the online teaching and learning process, which initially takes time to adjust and eventually gets used to it. Based on the observations of several senior lecturers it took time to learn to adopt electronic devices for learning media but over time they became proficient and independent.

Valtonen et al. (2017) said that in the 21st century era, it is expected that students will be able to solve problems and think creatively by utilizing computer applications to support students' creativity. According to Redmon and Lock (2019), learning and integration with digital technology makes the teaching process unstructured and complex, making the learning process ineffective and messy. Inan and Lowther (2009) showed different results, thus supporting researchers to conduct this research. (Manasia et al. 2020)

Method

This research method uses a mix method, quantitative data uses a questionnaire for students and is processed to describe the results of the questionnaire. Questionnaires were filled by students to see how they responded to online lecture activities. Meanwhile, interviews were conducted with the lecturers who taught and the results of the interviews were described. The results of this study will be able to see how students respond to changes in the lecture system which is usually done offline to online. The research data uses primary data in the form of interviews and questionnaires, interviews are used to see the responses of lecturers who teach and questionnaires to see the responses of students taking online lectures. While secondary data uses data from research results or previous reports to support this research. The data processing of the questionnaire results will be presented in tabular form to describe the results of student responses. The results of the lecturer interviews will be described and concluded.

Discussion

Online lectures have an impact on the process of learning activities that cause lecturers and students to be able to adapt. The following are responses from students who take online lectures.

Table 1
Online learning through Microsoft team is going well

Responses	Quantity	Percentage
Strongly agree	41	20.5
Agree	120	60
Neutral	36	18
Disagreed	2	1
Strongly Disagree	1	0.5

Based on table 1, it shows that the dominant students answered that during online lectures using the Microsoft team which was used as a learning medium went well as much as 60% agreed and 20.5% strongly agreed. The data shows that most students have no problem with online lecture activities. This result is also supported by the

lecturers who were interviewed, the lecturers needed adjustments when the online lectures started but then everything went well.

Table 2
The internet network has no problems during lectures

Responses	Quantity	Percentage
Strongly agree	9	4.5
Agree	28	14
Neutral	95	47.5
Disagreed	61	30.5
Strongly Disagree	7	3.5

One of the obstacles that students often face during lectures is a poor internet network. The data shows that as many as 30.5% experience problems and as many as 7 people say they have experienced internet problems during online lectures. The lecturer also admits that students often give reasons why the internet is not good so that students cannot get 100% lessons.

Table 3
Easy to use Microsoft team or other media

Responses	Quantity	Percentage
Strongly agree	65	32.5
Agree	109	54.5
Neutral	24	12
Disagreed	2	1
Strongly Disagree	0	0

The lecture media commonly used are Microsoft Team and other media such as the Zoom application. Data shows 54.5% of students agree that Microsoft team and other media are easy to use and 32.5% strongly agree that learning media is easy to use. And only 2 people said it was difficult to use. Lecturers also support students' answers that the lecture media used are easy to understand.

Table 4
Easy to understand the material through online lectures

Responses	Quantity	Percentage
Strongly agree	13	6.5
Agree	60	30
Neutral	90	45
Disagreed	33	16.5
Strongly Disagree	4	2

Table 4 data shows that 30% of students indicated that it was easy to understand online lecture material. 6.5% answered that they strongly agree that online lectures are very easy to understand. Meanwhile, 16.5% of students said it was not easy to understand lectures and 2% of students had very difficulty understanding online lecture materials

Table 5
Lecturers teach well using Microsoft Team

Responses	Quantity	Percentage
Strongly agree	27	13.5
Agree	113	56.5
Neutral	53	26.5
Disagreed	7	3.5
Strongly Disagree	0	0

Table 5 shows that 56.5% of students agree that lecturers teach well during online lectures and 13.5% answer strongly agree that the majority of students answer lecturers teach well using Microsoft team. There were no students who answered that the lecturer taught very poorly and there were 3.5% of students answered that the lecturer was not good at teaching online lectures conducted by the Microsoft team.

Table 6
Experiencing the boredom of online lectures

Responses	Quantity	Percentage
Strongly agree	57	28.5
Agree	58	29
Neutral	63	31.5
Disagreed	18	9
Strongly Disagree	4	2

Table 6 answered about the condition of students during online lectures, and as many as 29& answered agreed that online lectures were boring and 28.5% online lectures were very boring. Most students say they are bored to attend online lectures. There are 2% of students who answered strongly disagree that online lectures are boring and 9% answered disagree that online lectures do not agree. The lecturer also added that students often went off camera during lectures and took too long to respond or for other reasons.

Table 7
Looking for additional material other than that delivered by the lecturer

Responses	Quantity	Percentage
Strongly agree	46	23
Agree	99	49.5
Neutral	49	24.5
Disagreed	5	2.5
Strongly Disagree	1	0.5

Table 7 shows that 49.5% of students look for other materials outside of the lectures given by the lecturer. And 23% of students strongly agree that students look for other materials provided by lecturers during online lectures given by lecturers. Only 2.5 students did not agree, meaning that as many as 5 people did not look for other material other than the lecture material given by the lecturer during the lecture

Table 8
Focus on lectures even though the lecturers are not monitoring

Responses	Quantity	Percentage
Strongly agree	20	10
Agree	80	40
Neutral	75	37.5
Disagreed	23	11.5
Strongly Disagree	2	1

Table 8 shows that 40% of students answered that students remained focused on lectures not being monitored by lecturers. Especially the lectures are done off camera. 10% of students strongly agree that they stay focused on following the lectures given by the lecturer. There were 11.5% who answered that they did not agree, meaning that they did not focus on the lecture because they were not monitored by the lecturer during the lecture.

Table 9
Batch/ Class

Responses	Quantity	Percentage
2021	96	48
2020	48	24
2019	32	16
2018	24	12

The demographics of this survey can be seen in table 9, the class of 2021 is 48% and the class of 2020 is 24% and the 2019 batch is 16% and the 2018 batch is 12%. The dominant respondent data is students from the 2021 batch or as many as 96 students.

Table 10
Gender

Responses	Quantity	Percentage
Male	68	34
Female	132	66

Data table 10 shows that 66% of respondents to this survey are women or as many as 132 students. While men as many as 34% or 68 students. All respondents are students of Universitas Diponegoro, Department of Business Administration which consists of 4 batches.

Table 11
Number of hours of study a week outside of lectures (7 days)

Responses	Quantity	Percentage
0 - 3 hours	53	26.5
4 – 6 hours	79	39.5
7 – 9 hours	42	21
10 – 12 hours	13	6.5
>12 hours	13	6.5

Data table 11 shows data on student study hours outside of lecture hours as much as 39.5% of students answered that they spent 4 -6 hours of independent study for a week. And 0 -3 hours a week as much as 26.5%. This means that the average student spends less than 6 hours a week outside of class hours. Data shows that 6.5% of students study more than 12 hours a week.

Conclusion

The last new variant viruses that still exist are the omicron and delta viruses, although currently the Covid-19 case is getting under control, but restrictions on human activity are still being carried out to avoid the spread of Covid-19. Lecture activities which are usually carried out face-to-face but as a result of the Covid-19 virus infection require everyone to avoid crowds and campus policy requires full online lectures again even though they have tried hybrid lectures. Lecture activities carried out online cause all lecture materials to be delivered to students using online media. Universitas Diponegoro uses lecture media such as Microsoft Team to connect lecturers and students. Since 2020, Microsoft Team has become the main medium for lectures, including activities such as meetings between lecturers, final project guidance and other activities. This change in the learning system must be quickly responded by lecturers or students because it has 100% changed from offline to online. Everyone has different abilities in responding to change, in this study to see the adaptation of lecturers and students to changes in the prevailing learning system. Students and lecturers can quickly adapt to existing changes, the majority of lecturers and students can use online applications for online learning media. There are no significant obstacles related to the implementation of online lectures. There is one important note from online lectures, namely students cannot focus on lectures, especially classes with off camera because of the lack of supervision by lecturers who provide responses, often students cannot focus on lectures and do not respond quickly.

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