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## EVALUATION OF LEARNING SERVICES RELATED TO THE COVID-19 PANDEMIC

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### Introduction

COVID-19 (Corona Virus Disease 2019) has had a huge impact on all lines of community life, including in the field of education. The teaching and learning process of students across the archipelago has been disrupted since President Joko Widodo announced the first case of the first patient suffering from COVID-19 on March 2, 2020. The government calls for educational activities to be carried out from home. use the internet so that the educational process can run and students get their educational rights.

In line with the government's appeal to work from home, study at home and worship at home, Prof. Muhammadiyah University Graduate School. DR. HAMKA has participated in transforming the face-to-face teaching and learning activity system into Internet-based home learning. Each session will be recorded in detail in terms of lecture material and the number of students taking online classes. Every lecturer is required to report his online lectures every day.

In line with technological developments, many platforms provide services for online lectures so that learning activities continue. However, that does not mean there are no obstacles. Some of the inhibiting factors in participating in learning activities from home are as follows: 1) limited network due to geographic location making it difficult to access online lecture platforms, 2) limited network, which causes some difficulties in accessing online lecture platforms. because it requires a large enough data. This adds to the burden on students.

(Sher, 2009) Technology in education in the form of Web technology is now beginning to be used in the learning process, slowly changing the face of education. The World Wide Web has become a useful learning medium and provides students with new learning experiences that were previously impossible. In a web-based environment, anytime and anywhere, 24 hours a day, 7 days a week, students with the help of an internet connection can receive instructions, compile and submit assignments, and ask questions to instructors and fellow students. They can participate actively in class discussions from the home, office, or the nearest computer lab.

This research focuses on the opinions of postgraduate students about internet-based learning carried out during the emergency period of COVID-19. Internet-based learning or learning activities from home has advantages and disadvantages that may be felt immediately by all students so that they can present real perspectives based on their experiences following lecturing activities from home.

### Discussion

Due to technological advances in education, face-to-face interaction in teaching and learning activities is not a necessity in teaching and learning practice. This technological advancement has opened the boundaries between students and teachers in terms of space and time. Learning that should always be done in a room within a specified time, can now be done anywhere and anytime as long as there is an interned connection.

(Browne et al., 2017) The concept of students as creators or pioneers involves students directly in the learning process by asking them to contribute to using digital media to design learning activities, for development as 21st century learners.

One of the limitations of technology in education is its ability to make maximum use of technology. Almost all students have technology in the form of smartphones and laptops to support learning activities in this era, but technical obstacles often occur when using these technologies. These technical constraints can be in the form of internal factors such as a person's inability to use them or internal factors, namely the unstable internet or other factors that are beyond the ability of the technology owner.

(Alexander, B., Adams Becker, S., Cummins, 2016) Research from various sources shows the fact that problems related to learning and technology do not originate from device errors, but are fluent in using these devices.

(Oliver & Goerke, 2007) Only owning a device does not guarantee that the owner can use the device to its full potential. Technology ownership statistics at Australian universities collected over a decade ago show that the vast majority of students own smartphones and / or tablets, and the vast majority have access to desktop and laptop computers

The impact of the positive side of educational technology is very useful in the conditions of the COVID-19 pandemic, where when the government is determined to study, work and worship from home, students and teachers are still in touch. Teaching and learning activities can continue  
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regardless of distance. Teachers can communicate directly with parents of students to help monitor students during learning at home.

Some researchers consider an important element in overall student learning interactions, the success rate in managing distance education (Factor Taxonomy for Promoting Quality Web-Supported Learning 1 Jill W. Fresen (PhD), University of Pretoria, South Africa, 2007; Burnett et al. , 2007; Kim et al., 2005) interactions between students and interactions between instructors and students as "educational transactions" (p.1) There are transactional distances in a distance learning environment because instructors and students do not interact in physical and temporal spaces same.

(Nielsen et al., 2017) Digital media has now been used in education for learning through an inquiry approach (Reyna & Meier, 2020) Students' perceptions of assignments through digital media have been very positive since 2015. Validated evaluation questionnaires show positive student results. for digital media support, attitudes towards technology, understanding of assignments, construction of knowledge and digital media for learning and careers

(Sun & Chen, 2016) "Distance education is planned teaching and learning where teaching usually takes place in a different place from learning, requiring communication through technology as well as specialized institutional organizations"

(Crawford-Ferre, Heather GlynnWiest, Lynda R., 2012) Online learning can be carried out effectively if it is supported by quality faculty. Online learning must have training related to online design and instruction. The training that must be held is adequate in the technology applicable to online teaching: How to use the online system and of course Soft-Ware, knowing what to do and who to contact when certain technology problems occur.

(Iqbal & Ahmad, 2010) For many developing countries, e-Learning is considered a solution to meet the increasing demand for higher education. In Pakistan, online education is promoted as "Education for all" because it aims to reach students who live too far from cities where higher education is implemented and cannot afford the costs of conventional higher education. (Ngampornchai & Adams, 2016) e-learning solves the problem of large classrooms, increases enrollment, and has limited staff.

All students in Indonesia and around the world do not carry out teaching and learning activities as usual. The COVID-19 pandemic forces the government to make "Learn from Home" regulations to reduce the danger of transmitting the corona virus. This virus not only threatens students but also all school residents, as a result teaching and learning activities are carried out under COVID-19.

Distance learning is not something strange in the world of education. However, the COVID-19 pandemic is affecting all education sectors, so they must implement an online-based distance learning system. This of course has a positive and negative impact on various parties for the sustainability of the teaching and learning process.

(Boud & Soler, 2016) The emergence of technological updates and the adoption of digital technology into the world of education creates a breath of fresh new opportunities for educators to think creatively about assessment and improve long-term educational goals. (Ferrell, 2014) Given the emergence of various skills and abilities that may be possible in a digital context - including convenience - the ease of doing online learning or online examinations (Ferrell 2014)

(Darmayanti et al., 2007) The concept of learning in higher education is always imagined in face-to-face sessions with students in the same room in a traditional view. A new paradigm has emerged in terms of the teaching and learning process. Under this new paradigm, face-to-face sessions in the same room are unnecessary. The emergence of internet technology overthrew the old paradigm where the teaching and learning process had to be carried out in the same room and face-to-face. Currently, the teaching and learning process can be carried out anywhere regardless of time and space.

Learning activities can be held anytime and anywhere due to advances in information technology in the form of the internet. Various online learning media are available to support the face-to-face learning process in the same environment and are the positive side of the impact of advances in internet technology. However, learning activities via the internet require a certain management system that allows teachers to transfer their knowledge to students properly and thoroughly.

Distance learning, known as online learning / e-learning, has been around since the 1980s. (Harasim, 2000) The first online course was conducted in 1981, and the first online program was established by the Western Behavioral Science Institute in 1982. This distance learning is carried out because of the geographical conditions between teachers and students.

(Nugroho, 2012) Distance learning requires interactive learning media that attracts students' attention. Then, in the mid-20th century, efforts to develop infrastructure or learning media were increasingly advanced, marked by the use of visual devices equipped with audio equipment. Therefore, an audio visual device was founded. One of the depictions that is widely used as a reference as a theoretical basis for the use of media in the learning process is Dale's Cone of Experience.

(Palvia et al., 2018) Web-based learning or online education is changing the way we teach and learn. Changes in the model of education are happening very rapidly. All institutions around the world are adapting to this change, the highly dynamic educational landscape has generated great interest among researchers, educators, administrators, policymakers, publishers and businesses.

(Uri, 2005) Criticisms related to deficiencies found in offline testing can be covered by online examinations. (Muller et al., 2019) Although a number of exams can be conducted online on a computer basis, most exams must remain traditional (eg physically inaccessible books, closed books), this can be an advantage in itself as it allows candidates to take exam at a time or place of their choosing, or facilitate access to online resources.

Technology does have a positive impact in terms of time efficiency, but its use must be habituated. Meanwhile, the weakness of the use of technology to support distance learning is especially felt by elderly students and middle and lower economic communities who do not yet have the technology to support the implementation of the distance learning process via the internet or online learning activities.

Seeing the many technological opportunities in providing convenience in service consistency in education, the whole world has begun to explore technology with student subjects and other stakeholders (for example (Gašević et al., 2016; Gelan et al., 2018; Herodotou et al., 2018) ; Herodotou et al., 2018; Herodotou et al., 2018; Herodotou et al., 2018; Herodotou et al., 2018; Herodotou et al., 2018; Herodotou et al., 2018; Herodotou et al., 2018) al., 2017; Rienties & Toeteneel, 2016; Tait, 2018)

(Boud & Soler, 2016) Advances in technology offer insight into learning experiences and online assessments for both students and teachers (Study, 2009) for example, referring to digital technology as a tool that can be used to 'transform' existing systems. whereas (Allan, 2020) says that technology brings focus on the possibility of increasing efficiency while 'preserving the reliability and durability of traditional methods'

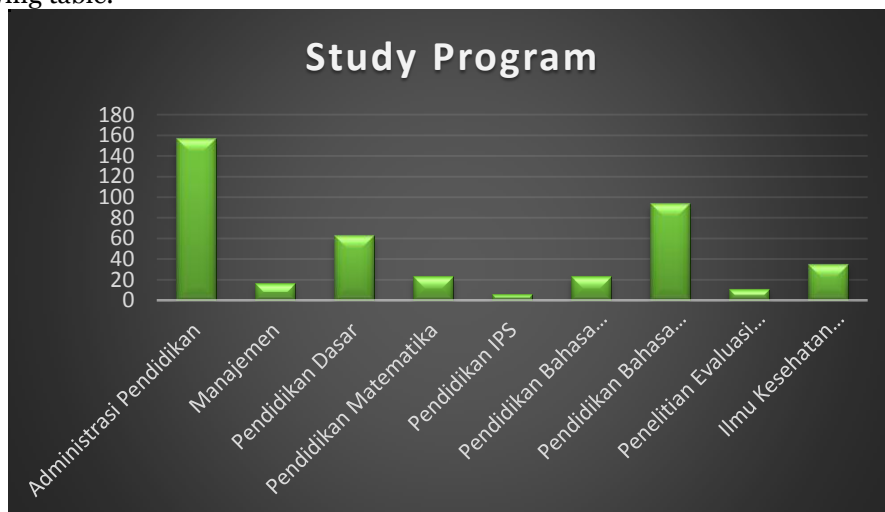
The use of technology certainly brings a very tantalizing advantage. However, that does not mean that its implementation does not cause pros and cons among the community. Misunderstandings and avoidance of new things become counterparts in the application of technology in education.

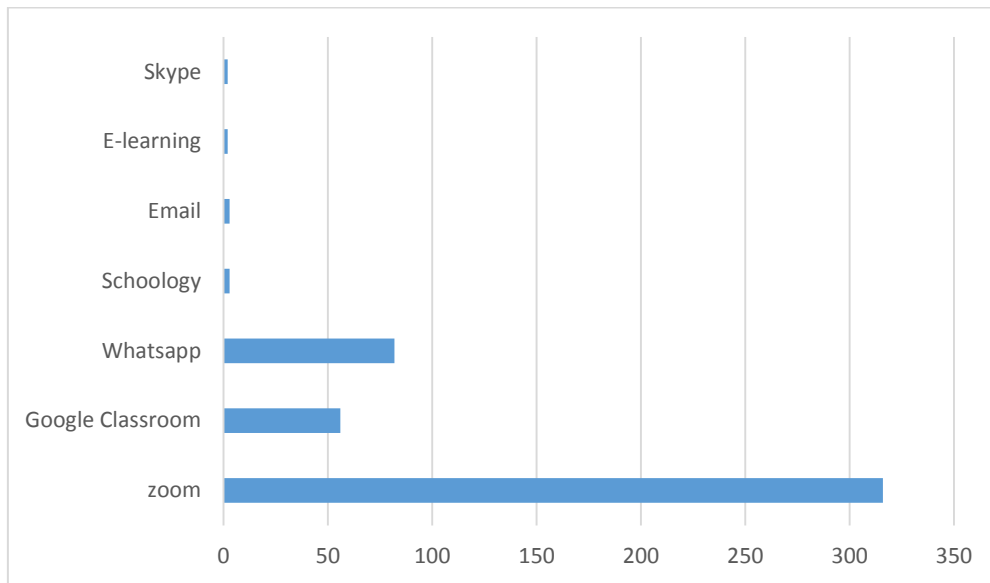
Like other media, web-based learning is not free from criticism. There are several that have to do with: time-intensive commitment to developing and taking web-based courses, lack of face-to-face interaction between students and their instructors, quality of education relative to classroom-based courses (Arbaugh, 2000), feelings of isolation among students (Weller, 2007) , and lower online student completion rates. Others argue that the lack of face-to-face physical interaction is one of the major limitations in distance education as students and instructors are physically separated from each other and of course communication is mediated through internet communication tools. This physical separation has constraints in terms of communication (Sorensen & Baylen, 1999) because many non-verbal cues such as eye contact and facial expressions are lost.

Previous research discusses in detail the history of E-Learning and the distance learning process. Researchers are currently researching online-based distance learning through the perspectives of students in the conditions of the COVID-19 pandemic.

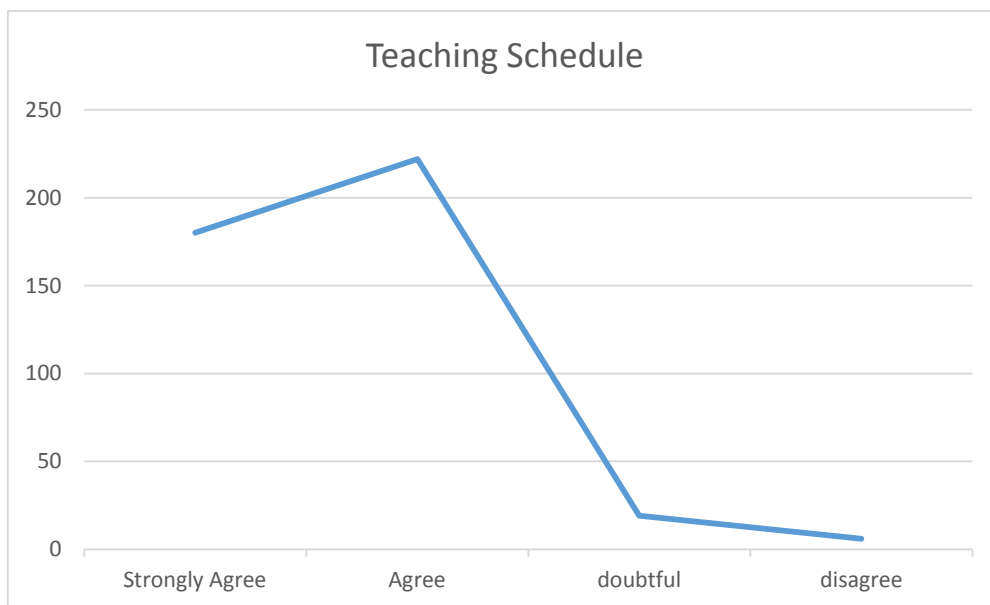
Respondents of this study were students of the Muhammadiyah University PROF Postgraduate School. DR. HAMKA consists of 9 (nine) study programs. Respondents were selected on the condition that students had taken online-based distance learning.

The number of participants was 428 students / respondents consisting of 9 (nine) study programs at the Muhammadiyah University PROF Postgraduate School. DR. HAMKA with details as in the following table.

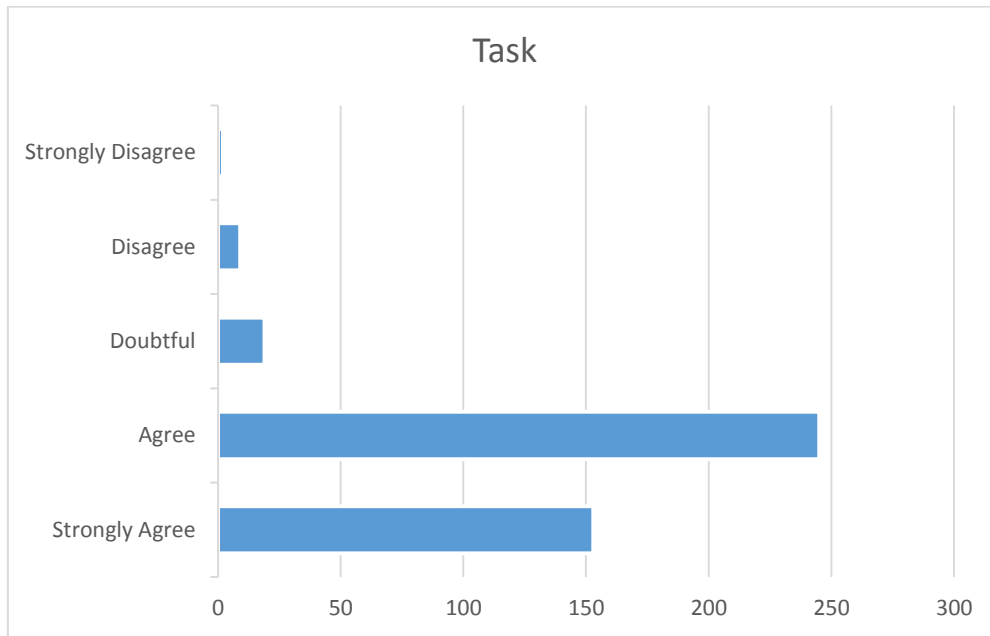




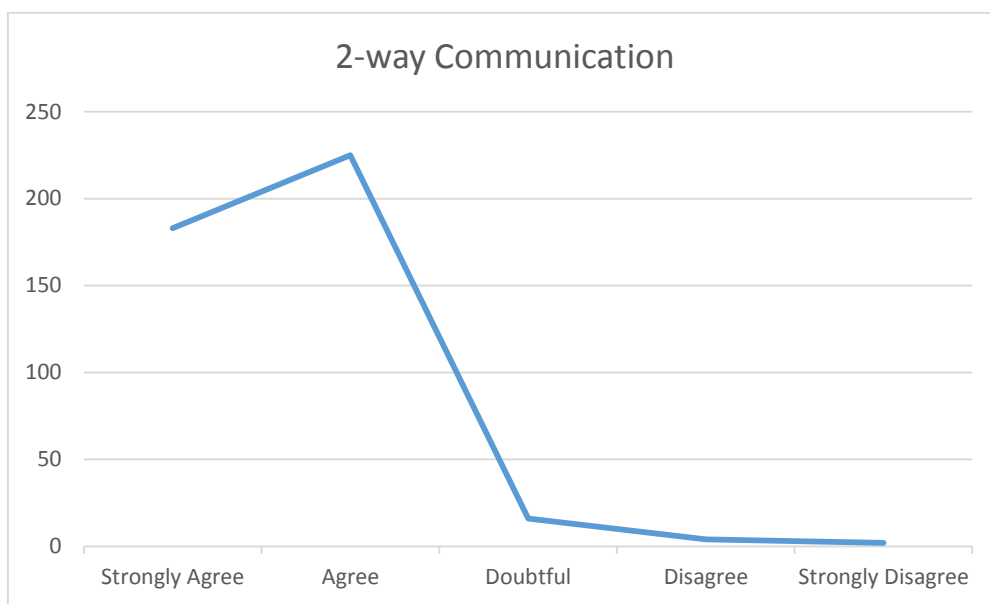
Based on the diagram above, it can be seen that there are 316 respondents who use flat form zoom as a supporting application in the online-based distance learning process. Meanwhile, other respondents prefer to use google classroom, WhatsApp and other applications in carrying out learning activities through the agreements and features provided in each flat form.



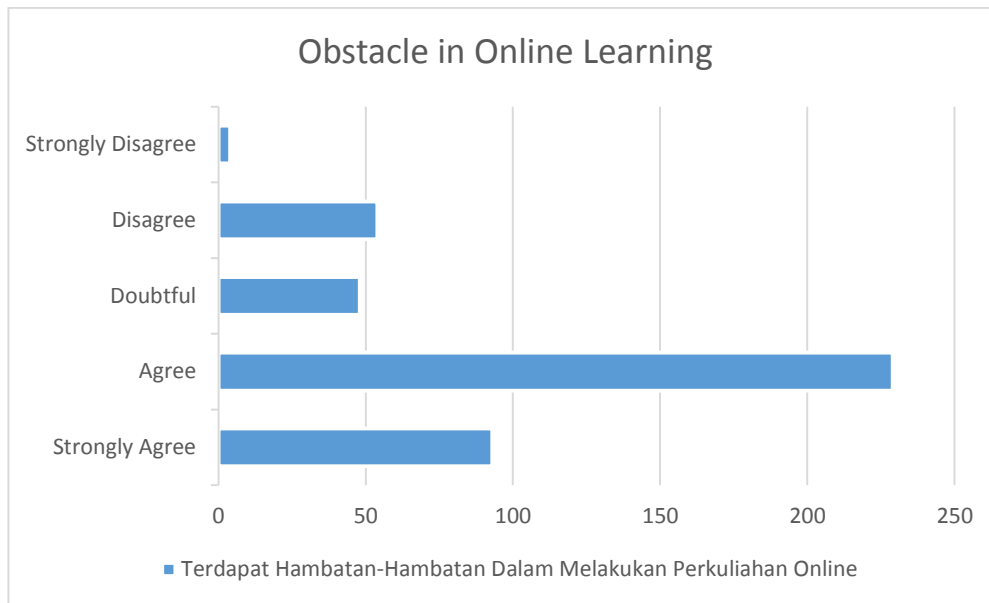
From the diagram, it is known that there are 3012 respondents who stated that the lecturer carried out online-based distance learning or online lectures on time according to the schedule.



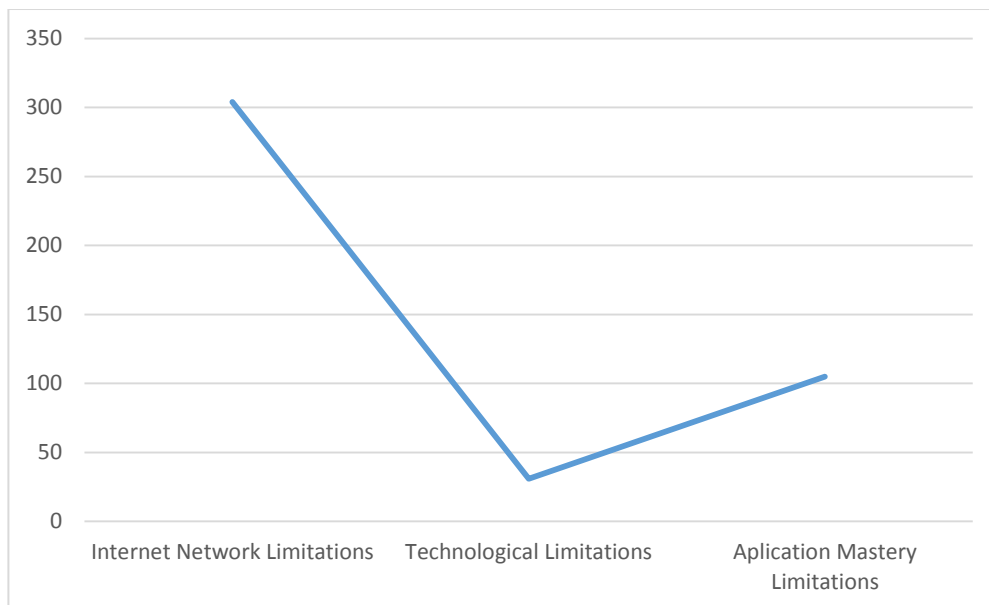
It can also be seen that 398 respondents stated that lecturers continuously gave individual or group assignments every time they conducted online lectures or online-based distance learning.



The data also revealed that there were 408 respondents who stated that there was two-way communication between lecturers and students during online lectures or online-based distance learning activities.



Four hundred and twelve (412) respondents stated that during online lectures or online-based distance learning, there were significant obstacles that disrupted the learning process.



There were 304 respondents who stated that the limitations of the internet were an obstacle in conducting online lectures. Thirty-one (31) respondents stated that technological constraints hindered online lectures, and 105 respondents stated that limited use of the application hindered online lectures.

## Conclusion

From the results of the first diagram, it can be seen that 316 respondents used the flat form zoom as a supporting application for the online-based distance learning process. Meanwhile, other respondents chose to use google classroom, whatsapp and other applications in carrying out learning activities through agreements and features provided by each flat form. In the next diagram, related to the online lecture process or online-based distance learning, there are 302 respondents who stated that the lecturer carried out his duties on time according to the schedule. Three hundred and ninety-eight (398) respondents stated that the lecturers continuously gave assignments. There were 408 respondents who stated that there was two-way communication between lecturers and students. Four hundred and twelve (412) respondents stated that several significant obstacles interfered with the learning process, and 304 respondents stated that the limitations of the internet hampered the learning process. Meanwhile, 31 respondents stated that the limitations of technology were an obstacle to the learning process. There were 105 respondents who stated that the limited use of the application was an obstacle in implementing the learning process.

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