



Optimization of Online Study Policies (Online) Private Universities in the Covid-19 Pandemic

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Abstract

The online learning policy at private universities as a result of the COVID-19 pandemic has caused a number of major losses, but from a positive perspective it also benefits because it can accelerate the adoption of information and communication technology. This study aims to determine how the online learning implementation system in private universities can be optimized. The research method was carried out qualitatively with a case study approach that was limited by time and activities to collect complete information at private universities in Makassar City. Sources of data obtained through scientific steps with interview techniques, observation and documentation, then analyzed using an interactive model including the stages of reduction, display and draw conclusions. The results showed that the implementation of online learning policies at PTS Makassar City was running because of the urgent conditions for conducting e-learning, limited resources in the online learning process were quite inhibiting, especially for universities that were not yet established due to the lack of available advice and adequate supporting facilities. low commitment due to the limited mastery of lecturers on digital technology so that communication between lecturers runs independently with their respective teaching methods.

Keywords: *Policy; Policy Implementation; Covid-19 Pandemic; Online Learning*

Introduction

The Covid-19 pandemic situation has changed the order of human life from all aspects, including the world of education. Education as the main sector of the development of the Indonesian nation is strongly supported by quality human resources. Therefore, the government issued a policy with Presidential Decree No. 11 of 2020 concerning the Determination of the Covid-19 Public Health

Emergency. This policy effort by the Director General of Higher Education carries out a strategy to avoid the transmission and spread of the Covid-19 pandemic by working, worshipping, and studying from home. Face-to-face learning is changed to online or online learning. The implementation of online learning makes all parties help and support each other (Hamid et al., 2020). The spirit of collaboration between mutual cooperation and nationality is expected to make the learning process more meaningful.

The policy of technology-based learning or e-learning in Indonesia is stated in Permendikbud No.109/2013 concerning the Implementation of Distance Education in Higher Education. Based on its functions and objectives, Distance Education (PJJ) is carried out to provide educational services to community groups who cannot attend face-to-face or regular education, increase the expansion and equity of access to education, and improve the quality and relevance of education.

The impact of the Covid-19 pandemic that has occurred in this part of the world has prompted the government to issue several appeals to the public, such as the work from home (WHF) movement, learning from home or learning form home (LFH) or teach from home (TFH), studying at home and so on to be implemented in all educational units including university campuses in Indonesia in order to prevent the impact of Covid-19 transmission.

Referring to the Joint Decree of the Four Ministers No.1/KB/2020 dated June 15, 2020 concerning Guidelines for the Implementation of Learning in the 2020/2021 Academic Year during the Covid-19 pandemic that learning methods in universities in all zones must be carried out online for theoretical courses and wherever possible also for practical courses.

Various forms of online learning activities since the beginning of the Covid-19 pandemic, in a short time many universities have switched to this learning model, although in reality there are still many universities that are not ready to do online learning. Observing this in the description of the online learning policy, it is hoped that it will be able to obtain a brief description as input for improving the online learning implementation system in universities in the future.

Theoretical Background

Online Learning Policy (Online)

Online learning policy as a public policy is basically a decision that is intended to overcome certain problems, to carry out certain activities and to achieve certain goals carried out by authorized agencies in the context of carrying out government duties in the field of education. In the life of state administration, formally these decisions are usually stated in various forms of legislation. The form of policy instruments and laws and regulations chosen depends on the substance and scope of the problem, the nature of the policy, the extent of the impact of the policy, whether or not it is related to the policy and legislation as well as the decision-making agency.

In the implementation of online learning policies in universities, it can be adjusted to the view of Mustopadidjaja & Fernanda, (2020), that the main elements as dynamic factors that play a role in the policy process are formulated as follows: (1) the policy environment, the background conditions or events that cause the emergence of a policy “issue” that affects and is influenced by policy actors and by a policy; (2) policy makers and implementers, are people or organizations that have a certain role in the policy process, they are in a position to determine or influence both in policy making or in other stages, such as the implementation of supervision and assessment or performance results that will be achieved; (3) the policy itself (policy contents), a decision on a number of choices that are more or less related to each other and are intended to achieve certain goals; (4) policy target groups (target groups), namely

people or groups of people, organizations or communities whose behavior or circumstances want to be influenced by the policy.

In this regard, the implementation of online policies will get support from universities (lecturers and students) if they know the content, meaning and implications of these policies for their lives and further developments.

The implementation of online learning is a must that is carried out by universities where the online learning mode held is at the course level. Referring to the principles of the distance education model (PJJ), all lectures in Indonesia must be carried out online. Online lectures are a form of formal education carried out by universities, where students or students and teachers or lecturers are in different locations so that they interact through an interactive communication system that connects the two. Students are not required to come to campus regularly.

The implementation of online lectures requires careful preparation because it involves the required internet technology system. The preparation includes facilities and infrastructure or platforms and tools that will be used to carry out lectures. Human resources who understand very well how to operate the system to be run, and prepare applications that will be utilized. Currently, there are several platforms and applications that can be used by lecturers and students to conduct online lectures and the most popular are Zoom Clouds Meeting, Google Classroom and online lecture systems created by each university. Through this platform, students can receive material sent by lecturers, collect assignments, or listen to lecturers' explanations via video conference.

Online learning in higher education is carried out by independent and guided learning using a variety of learning resources (Moore et al., 2011). Independent learning is a learning process that is initiated by students within a certain period (Silén & Uhlin, 2008). To be able to help students learn independently, lecturers prepare various tasks and triggers or initiations by utilizing ICT. Guided learning is a learning process provided by universities to assist students' learning processes in the form of online tutorials, which requires interaction of students with tutors/lecturers, or students with students mediated by ICT-based media. Electronic tutorials are synchronous or asynchronous using various ICT or e-learning features such as email, social media Facebook, Twitter and others (Directorate of Learning and Student Affairs, Director General of Higher Education, 2020)

In terms of learning achievement (learning evaluation) is carried out by utilizing technology both in the form of independent and group assignments and works. Feedback to students is done both individually and in groups. While the evaluation of learning outcomes assessment is carried out at least twice in one semester.

Universities are expected to be able to organize online learning by utilizing ICT using a structured and integrated Learning Management System (LMS). For universities that have limited resources, they can take advantage of the LMS provided by the Director General of Higher Education for free, namely: <http://lmsspada.kemendikbud.go.id> or <https://siswadaringkemendikbud.go.id>.

In general, learning resources are available in online learning in the form of printed teaching materials commonly called modules, self-study materials, poster textbooks and others. Separate non-printed teaching materials in the form of audio, video, computer assisted learning (CAL or the like), simulations, virtual reality, augmented reality in an integrated manner in the form of audio graphics, multimedia simulations, e-learning packages. ICT-based and multimedia non-print-based teaching materials can be designed by lecturers or a team of lecturers together with the media development unit and the procurement is the responsibility of the institution.

In special conditions, where learning activities are not possible to be carried out online, if deemed necessary it is possible to carry out activities or activities on campus by observing the health protocols that have been set by the Covid-19 cluster.

Benefits and Barriers

The online lecture system is basically not as good as the lecture system in class (face to face) but under these circumstances, the wheel of the Tri Dharma of Higher Education must still run. Implementation of online lectures requires a good combination of the facilities used and the capabilities of human resources. The use of learning applications as technological developments is very helpful for distance learning activities (online), on the other hand online learning has benefits and obstacles that are felt by lecturers and students where lectures that start from face to face become an independent learning method that requires lecturers and students to understand websites/internet.

The benefits of online learning from the results of a survey conducted by lecturers in Indonesia (Directorate General of Higher Education, Ministry of Education and Culture, 2020) show that the transformation of institutions into a fast-moving learning system and a sharp increase in digital literacy through the application of online lectures, there is uniformity in the steps of campuses to compete in adopting it systematically. fast. Apart from facing the Covid-19 pandemic, a number of constructive principles have been unconsciously built that accelerate mastery of digital literacy. The Covid-19 pandemic has brought great losses to humans, but from a positive perspective it can be considered a blessing in disguise because it accelerates the adoption of information and communication technology in the world of higher education in the country. The growth of the online learning model in Indonesia, which is still low, can increase in a matter of months due to being forced by circumstances. The task of lecturers and students is motivated to understand online learning methods.

Another benefit of online learning is that it can be more effective and efficient in terms of time and place. Both lecturers and students can save time to campus by shortening learning time, students can study anytime and anywhere as long as they still have internet access, students can share information and access lecture materials at any time (documented). In addition, student participation can be measured because the atmosphere is more relaxed, everyone can express their opinion without fear and reluctance.

In addition to the benefits of the online lecture system, there are obstacles that are often the main obstacles in the online learning process. Campuses that are accustomed to conventional learning (face to face) are forced to change to a system of implementing physical distancing and PSBB, as a result, hampering learning activities. The workload becomes difficult to implement due to limited campus facilities, limited mastery of lecturers and students on digital technology, lack of communication between lecturers, leaders who are less responsive in anticipating situations. Another significant obstacle that is felt as a burden is the high tariff for internet quota, plus the network capacity which is sometimes unstable when online interactions take place. Constraints felt by policy users so that online learning targets are less than optimal in achieving goals.

Factors Affecting Policy Success and Failure

Every public policy in a field of life will cause a chain reaction in society, will have a certain influence or impact on the development of the field of life in accordance with the substance handled, both at sectoral, regional and institutional levels with reactions that develop in society with the type and nature of the policy. In a country with a democratic system, various types and characteristics of policies can develop, including online learning policies in universities that can lead to different actions and reactions among stakeholders in society.

According to Edward III, the unsuccessful implementation of a program that is often encountered is due to communication factors, limited resources, inadequate and less effective organizational structure or due to low commitment among implementers. Political factors or the problem of inappropriate timing and various other reasons also influence a policy or program that cannot be implemented properly.

The consequences of an online learning policy in reality can and do influence many whole human development programs, both in the sense of encouraging success and being the cause of failure or lack of success in achieving what is stated as a policy goal with what is actually realized and accepted by the community (university).

There are several factors that are considered as the source of the success and failure of a policy at the implementation stage. Various forces will have an effect, either as a driving or facilitating factor, as well as a force that hinders or stalls the implementation of the program. According to Abdullah (2019), the conditions that lead to the success of a policy (the driving factor) in achieving the target are called "Facilitating Conditions" which consist of: (1) political commitment, (2) organizational capability, (3) commitment of the implementers and (4) support from interest groups or participation. Meanwhile, factors or conditions that can hinder the achievement of policy objectives are called "impeding conditions" which include: (1) the number of actors involved, (2) there is a double commitment or loyalty, (3) the complexity inherent in the program itself, and (4) the level of decision making that is different, too many, and a variety of other factors including timing issues and leadership changes.

The success and failure of a policy can also be assumed on the concept of Wheelen and Hunger (Salusu, 1988) with a conceptual framework in formulating and implementing a policy conceptual framework in formulating and implementing a policy. If the formulation of the policy is correct and the implementation is good, then the success that will be achieved is very satisfying; if the right policy formulation is poorly implemented, then the policy process can hinder the achievement of targets; if the policy formulation is not appropriate and the implementation is good, then there are two possibilities that occur, namely it can save bad policies or can accelerate failure; the last concept is that if the formulation of policies is not appropriate with poor implementation then the result achieved is a total failure.

The success or failure in implementing the policy from this concept can be a thought for policy implementers and can be used as a reference for ongoing online learning policies or those that will be determined later according to conditions.

Methods

This research is combined with a type of qualitative research called a qualitative method (Moleong, 2007) with the aim of obtaining a holistic realistic picture using a case study approach. Cases are limited by time and activity where the researcher collects complete information using various data collection procedures according to the time specified. (Creswell, 2010). The cases in question are the implementation of online learning policies at Private Universities (PTS) in the Makassar city area at 2 PTS namely Muhammadiyah University and Pejuang University of the Republic of Indonesia, as PTS which have a high enough number of students with good accreditation and PTS which have good accreditation. moderate number of students with moderate accreditation.

Sources of data are collected from the main data, as well as additional data, the main data sources are words and actions that come from informants (structural officials, lecturers, employees and students). Informants were chosen because they understand and feel the policies implemented both before and during the covid-19 pandemic. Informants are determined through snowball scientific processes and steps to achieve accurate information. Additional data (secondary) was obtained from written data, University and Faculty documents.

Data were analyzed using an interactive model (Milles & Huberman, 1992) which includes the main components, namely; (1) the reduction stage by classifying, directing, removing unnecessary, organizing empirical material so that thematic categories can be obtained; (2) Displaying data by presenting data because there is still insufficient data, then the data collection in the field is carried out again until the data is complete; (3) Draw conclusions with an analysis that is compiled and directed at the research focus to be concluded and verified during the research in order to facilitate the final conclusion.

Results and Discussion

Implementation of Online Learning

Online lectures where the Covid-19 pandemic is carried out entirely through e-learning. This is done because the situation demands that all students are not on campus. The university leadership has made a policy so that all learning processes are carried out using the e-learning method. This policy makes some lecturers and students not ready because they have not prepared the tools for the online learning process, they do not have experience in implementing blend-end learning methods, let alone e-learning fully, including university administrators are not yet ready. However, some also did not feel surprised because they already had experience with e-learning learning methods.

In general, online learning at private universities (PTS) uses a Learning Management System (LMS), some lecturers and students use the whats app application, with the format of power point teaching materials, the use of video conferencing and video conferencing platforms, most lecturers and students do Zoom online learning. The use of Zoom is considered easy and does not consume too much internet quota when compared to other platforms.

Most of the lecturers and students use devices such as laptops or tablets at home, a small number of them do it on campus and at work. Regarding the implementation of online learning, from the statements of several informants, they generally stated that the perceived debt problem was a technical problem due to the instability of the internet connection and wastage of usage that absorbed a lot of quota of data on the devices they used, there are still some skilled lecturers and students in navigating on the online platform. Apart from that, there are benefits that are felt, namely time efficiency, where flexibility in learning and effectiveness in studying learning materials.

There are teachers who do experience difficulties in conducting online teaching, but this is not the case when preparing lecture materials, because in general the material is related to lectures, because in general, information related to the subject matter is available on cybermedia. As for those who think it is still a bit difficult, it is possible for those who have minimal knowledge of information and communication technology or are slow to respond to new innovations. The difficulty of preparing learning materials with an online system is related to the content of teaching materials related to practicums such as the field of civil engineering, the health sector which requires real experience in understanding the physical character of teaching materials.

Limited Resources

The biggest challenge must be faced by educators and students in private universities where they are faced with a technology-based learning process that is run without the luxury of preparing in advance. The physical and social distancing policy means that since March 2020 all teaching professions in Indonesia must be carried out online by referring to distance education capital rules (PJJ).

Related to the domain of digital literacy perspective in the PTS environment, there are things that hinder the course of lectures due to limited resources, the ability of lecturers and students to use

technology as a means of effective online communication, normally two-way and multi-way communication processes run naturally, such as conversations between humans. However, in the online learning process, a lecturer or student must be proficient in using their five senses, for example a microphone instead of a headphone mouth instead of an ear, a webcam instead of an eye and so on. At the same time, they also have to learn quickly the protocols and manners of communicating online so that there are no misunderstandings in their interactions. This often happens at the beginning of online lectures because they have not mastered the operating system of computing technology devices, digital teaching material formats and multi-media presentation modes. This situation causes disruption of the lecture system because lecturers and students cannot display their presentation files which are shared with students so that lecturers stutter in giving lectures without the help of illustration media.

The technological devices used by lecturers and students are different, where not all students get the same learning experience, conditions where students cannot adjust their computing devices such as computers, notebooks and tablets with media and learning models applied by lecturers, especially the use of virtual conference, managing files uploading and downloading content, sending electronic files and others. Many students are confused when carrying out a number of instructions given by lecturers because they use a variety of applications that are not mastered by students that have never been operated.

The implementation of a distance learning system (PJJ) policy that uses online learning media with internet-based information and communication technology requires large costs (Agustina & Nandiyanto, 2021). Universities that have been developed do not seem to experience difficulties in implementing an online learning system, in contrast to universities that are not yet established due to the lack of adequate facilities and infrastructure to support online learning on campus. IT equipment owned is still minimal. However, not a few lecturers and students currently still want to continue the online learning system even after the pandemic.

Low Commitment

The online learning policy in higher education has caused many changes in the learning system, apart from disruption, there have also been significant changes. Covid-19 forces all higher education stakeholders to improve themselves, from campus facilities to teaching and learning systems and processes (PBM). There are higher education institutions that are not ready to face the wave of change that conventional PBM is forced to change its implementation system. Physical Distancing and large-scale social restrictions are obstacles to PBM activities so that online teaching for managers, lecturers and students is still a workload and relatively difficult to implement. This shows a low commitment caused by limited campus facilities, limited lecturers' mastery of digital technology, lack of communication between lecturers so that they walk alone with their respective teaching methods, including university leaders who are less responsive in anticipating disruption.

This is also exacerbated by conditions at PTS because while doing PBM there are still some educators who ignore the preparation of learning materials, in fact there are still some of them doing PBM just to abort their obligations, on the grounds that the quality and capacity of the teaching staff who choose to become lecturers because they want become a Civil Servant.

Conclusions and Recommendations

Online learning activities in universities are generally well accepted by universities (lecturers and students), especially that distance learning is a program so that universities in Indonesia can still exist to enter the development of education in the 4.0 industrial revolution era which is in line with with an independent learning policy. The phenomenon of learning that occurs within a few months of conducting online lectures is something that is natural, because there has been no thorough preparation or special

training given to university stakeholders in dealing with this crisis situation so that inevitably they have to adapt quickly in order to keep teaching and learning activities carried out, even though in condition of limited infrastructure and capacity of policy recipients. Responding to the Covid-19 Pandemic situation, online learning policies at PTS appear to have not been able to optimally carry out learning interactions as independent learning. It is recommended that the implementation of online learning policies with various methods and all their limitations, the Government prioritizes the implementation of learning from the future to make policies by increasing the capacity and equitable distribution of infrastructure so that internet network connections are more stable and affordable. Technology is applied wherever possible by prioritizing academic integrity and honesty where interaction between lecturers, students and PTS managers is needed significantly. To prepare a learning system that brings the level of digital literacy in the development of higher education so that it can increase one level higher according to UNESCO recommendations where the task of an educator is to produce the next generation who has three (3) main competencies as a provision for their lives in the future, namely; (1) have high technological literacy; (2) use their technological literacy to deepen their knowledge; (3) Through the deepening of knowledge, students are able to produce various new works that are useful for life and humanity.

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