



---

## Implementation of Online Learning During the Covid-19 Pandemic Period in Supporting the Physical Distancing Policy at Stikes Rajekwesi Bojonegoro in 2020

---

<sup>K</sup>Nur Azizah<sup>1</sup>, Wiwik Muhidayati<sup>2</sup>, Erien Luthfia<sup>3</sup>, Rina Utami<sup>4</sup>

<sup>1,2,4</sup>Prodi S1 Kebidanan Stikes Rajekwesi Bojonegoro

<sup>3</sup>Jurusan Kebidanan Poltekkes Kemenkes Mataram

Email Penulis Korespondensi (<sup>K</sup>) : [Aziezahmaulana@gmail.com](mailto:Aziezahmaulana@gmail.com)

---

### ABSTRACT

The Covid-19 pandemic has changed social life, including learning methods. The existence of restrictions on these activities makes higher education institutions carry out online learning. The research objective was to determine the implementation of online learning at the Rajekwesi Bojonegoro station by using a descriptive research design with a sample of students from Stikes Rajekwesi Bojonegoro. They took online learning by using an accidental sampling technique totaling 179 respondents, data obtained by questionnaires distributed online using google form format, and presented as a percentage. The results of research media / online learning applications mostly use the google classroom application, with 175 respondents (97.8%). The unique online learning method is the discussion forums with 92 respondents (51.4%); online learning is by students learning needs: 165 respondents (92.2%). It was difficult for students to receive learning materials from 151 respondents (84.4%). Obstacles difficult signal with 102 respondents (57%), and do not have facilities at home for online learning, namely 115 respondents (64.5%). The conclusion of online education implementation is obstacles both from students, lecturers, and the system used, especially in this case, the network or internet stability and quotas.

Keywords: Learning, Online, Physical Distancing

---

### *Article history :*

*Received: 11 Juli 2020*

*Received in revised form: 2 September 2020*

*Accepted: 10 October 2020*

*Available online: 1 December 2020*



licensed by [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

---

## INTRODUCTION

The Covid-19 pandemic has made changes to all human activities and activities, including learning activities. The presence of restrictions on these activities has made educational institutions, both elementary schools, and universities, implement online learning from home<sup>1</sup> Online education or online learning is a learning process that is carried out without face-to-face contact between one person and another in a particular place. However, it turns out that this pandemic has had a tremendous impact on technological development, especially in learning media and information technology (IT) facilities.

Circular number 2 of 2020 and number 3 of 2020 concerning online learning and working from home in preventing the spread of Corona Virus Disease (COVID-19) are the basis for implementing learning from home, worship from the house, and working from home. Even though online learning activities during the Covid-19 pandemic have been arranged and strived to the maximum, in the implementation process, it is still necessary to evaluate the learning process carried out.

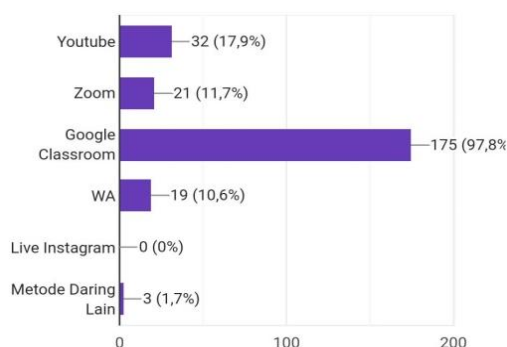
Previous research related to online learning was conducted by Heri Wibawanto entitled "*Instrumen Evaluasi kualitas pembelajaran Daring dalam SPADA Indonesia*"<sup>2</sup> research conducted by Mohamad Ikilil Mustofa et al. authorized "*Formulasi model perkuliahan daring sebagai upaya menekan disparitas kualitas perguruan tinggi*" and research that conducted by Komang Setemen entitled "*Pengembangan evaluasi pembelajaran online*"<sup>3</sup>. Therefore, this researcher is interested in knowing how the online learning process carried out during the Covid-19 pandemic in supporting the physical distancing policy at Stikes Rajekwesi Bojonegoro".

## METHOD

This study used a descriptive research design with a sample of 179 students from Stikes Rajekwesi Bojonegoro. They were taking online learning, which was taken by using an accidental sampling technique totaling 179 respondents. Data obtained by questionnaires distributed online using google form format. Which is then presented in the form of a percentage.

## RESULTS AND DISCUSSION

**Media/applications used in online learning at Stikes Rajekwesi Bojonegoro (Respondents can choose more than one).**



Picture.1 Media / Online learning applications

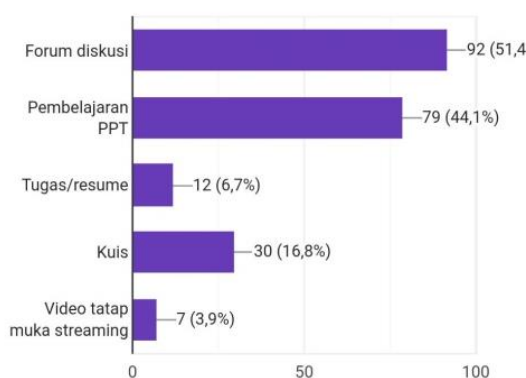
The data above shows that most of the online learning carried out by lecturers and students of Stikes Rajekwesi Bojonegoro is still dominated by using the Google Classroom application, far above the others with 175 respondents (97.8%). Then followed by YouTube with 32 respondents (17.9%), Zoom Application with 21 respondents (10.7%), and the rest via Whatsapp, Live Instagram, and other online methods.

Google Classroom has been widely chosen as a learning medium. Besides being easy to access and use, this application can be a space for communication and interaction between lecturers and students in online learning. There are many advantages for both parties, in this case, the teachers and students<sup>4</sup>

The Google Classroom application used as a medium in online learning is quite useful in learning planning, material design and creation, learning delivery, interaction in learning activities, and the implementation of evaluation of learning outcomes. This makes Google classroom the application of choice in online learning activities that is more effective than with other application applications<sup>5</sup>

The Covid-19 pandemic has increased the interest of students and lecturers in implementing online learning so that the application of technology, especially in learning media, can be realized<sup>6</sup>.

**Learning techniques/methods that most attracted respondents in online learning at Stikes Rajekwesi Bojonegoro (Respondents can choose more than one)**



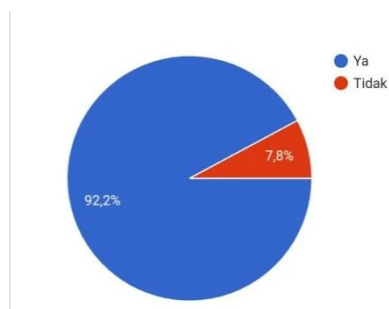
Picture 2. The most impressive online learning methods

The data above shows that most of the students at Stikes Rajekwesi Bojonegoro chose the most exciting learning technique, namely the discussion forum with a total of 92 respondents (51.4%), in second place, namely the PPT learning technique with 79 respondents (44.1%), then quiz 30. respondents (16.8%), the rest made assignments/resumes and video streaming.

Discussion forums are a way of managing learning by presenting material through problem-solving or thorough problem analysis. And if this discussion learning method can be done well by students, students' involvement and activeness will be very high. However, there must be a forum leader who can coordinate its implementation to run smoothly<sup>7</sup>.

Although discussion forums are the most attractive learning method for Stikes Rajekwesi Bojonegoro students, they cannot always be applied in every learning activity, so they still need other learning ways to complement each other's achievement.

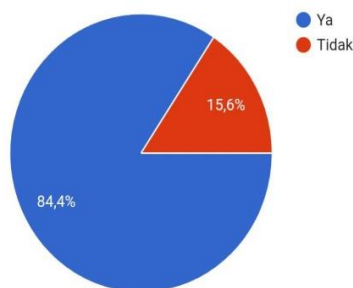
**The Suitability of Online Learning to The Needs of Students from Stikes Rajekwesi Bojonegoro.**



Picture 3. The suitability of online learning to student needs

The data above shows that most students assessed that online learning at Stikes Rajekwesi Bojonegoro was following learning needs: 165 respondents (92.2%). And the rest judged the curve accordingly in the success of online learning in tertiary institutions to support the Merdeka Learning program from the Ministry of Education and Culture of the Republic of Indonesia. Like it or not, lecturers and students are required to learn technology. Again, online learning is not an online task. There is a need for communication between lecturers and students in determining which knowledge media to use according to the needs and conditions at that time<sup>8</sup>. Thus, the class atmosphere is expected to remain conducive and active. If online learning can be implemented optimally, it may complement or even be more effective than conventional wisdom in the classroom<sup>9</sup>.

**The Difficulty Level of Students Receiving Learning Materials Online at Stikes Rajekwesi Bojonegoro**



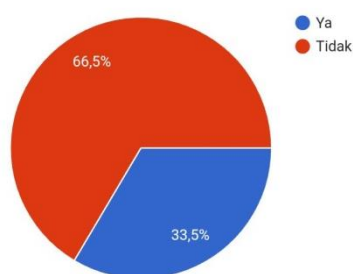
Picture 4. Student difficulties in receiving learning material

The data above shows that most students have difficulty understanding the material when online learning is carried out at Stikes Rajekwesi Bojonegoro, following the learning needs of 151 respondents (84.4%). And the rest have no difficulty in understanding the material.

The delivery of material that is not delivered directly through face-to-face meetings sometimes makes it difficult for students or lecturers to assess whether the lecture has been maximized and is by the targeted learning outcomes<sup>10</sup>.

Efectivities are the ability to achieve the activity's goals/objectives without compromising the ways or techniques of implementation and provide pressure that is not fair. Learning requires careful planning, making learning tools, choosing strategies, media, techniques, learning models, and evaluating knowledge, all of which are mutually sustainable. It is necessary to use effective and innovative learning models to be more varied to receive learning material well, and learning activities run smoothly. The use of the learning model is also adjusted to the material to be taught so that the suitability between the two and all components becomes appropriate<sup>11</sup>.

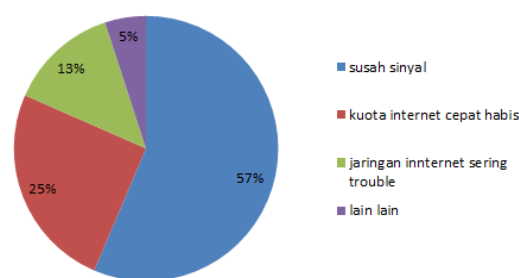
### Facilities at Student Homes for Online Learning



Picture 5. Facilities at student homes for online learning

The data above shows that most of the students at Stikes Rajekwesi Bojonegoro do not have facilities at home for online learning, namely 115 respondents (64.5%). And the rest already have adequate facilities at home. On the other hand, the online lecture method also has several drawbacks. First, not all students have sufficient facilities to conduct online lectures. The facilities needed include internet networks, laptops, computers, cell phones, and so on. Second, there are often some disturbances; for example, students are difficult to contact, and there is damage to the equipment or equipment used.

### Constraints Faced When Learning Online at Stikes Rajekwesi Bojonegoro



Picture 6. Constraints Faced When Learning Online

The data above shows that most of the students of Stikes Rajekwesi Bojonegoro experienced problems with signal difficulties with a total of 102 respondents (57%), in second place, namely the internet quota quickly ran out of 44 respondents (25%). The internet network often had trouble 23 respondents (13%), nine respondents (5%).

Since the pandemic era, students' teaching and learning process throughout Indonesia has used an online system. Because this system is considered more effective in increasing student knowledge more widely, the Development of education is currently influenced by the rapid progress of information and communication technology<sup>12</sup>. One of the information technologies that play a role in the world of education is online learning. Online learning functions as a liaison between educators and students with an internet network that can be accessed anytime and anywhere. The online media used by research subjects are various (WhatsApp, Google Classroom, Website, etc.). But The system currently used to educate the nation's children has many complaints from students. Due to signal difficulties in the teaching and learning process, the teaching and learning process is considered less effective for students constrained by signal difficulties<sup>13</sup>.

### CONCLUSION AND SUGGESTION

The Covid-19 pandemic has changed social life in Indonesia, including learning methods. Before the Covid-19 pandemic, lecturers were concerned with conventional learning methods, namely face to face in class between lecturers and students, but currently, the learning model has been shifted to online learning models. Many media can be selected in implementing online learning, including zoom, google classroom, WhatsApp group, youtube, or even Instagram social media, however in the implementation of online learning; there are obstacles both from students, lecturers, and the system used, especially in this case the network or internet stability and quotas. Many students complained about online learning; many materi are less understood than face-to-face or conventional wisdom. Stikes Rajekwesi Bojonegoro should be able to answer the obstacles experienced by students in participating in online learning activities, for example, by providing financial assistance to ensure that students' internet quota is met so that learning activities run smoothly.

This Suggestion Prepare facilities and infrastructure in advance before lectures begin so that when lecturing online model does not experience any obstacles and This study's results can be taken into consideration for research on the implementation of the next online learning implementation.

## REFERENCES

1. FANDIANTA, dr.Widyandana, MHPE P. Pemanfaatan E-Learning Sebagai Media Pembelajaran Matakuliah Promosi Kesehatan Di Jurusan Keperawatan Poltekkes Kemenkes Palembang. *J Pendidik Kedokt Indones*. 2013;(Vol. 2 No. 2 Juni 2013).
2. Wibawanto H. Instrumen Evaluasi Kualitas Pembelajaran Daring dalam SPADA Indonesia. *Semiloka Pembelajaran Daring di Perguru Tinggi [Internet]*. 2017;(2):1–10. Available from: <http://www.merlot.org>
3. Setemen K. Pengembangan Evaluasi Pembelajaran Online. *J Pendidik dan Pengajaran*. 2010;43(3):207–14.
4. Hapsari SA, Pamungkas H. Pemanfaatan Google Classroom Sebagai Media Pembelajaran Online Di Universitas Dian Nuswantoro. *Wacana J Ilm Ilmu Komun*. 2019;18(2):225–33.
5. Suhendra AD, Asworowati RD, Ismawati T. Analisis Pemanfaatan Aplikasi Google Classroom Sebagai Media Pembelajaran Dalam Meningkatkan Motivasi Belajar Siswa. *Akrab Juara [Internet]*. 2020;5(1):43–54. Available from: <http://www.akrabjuara.com/index.php/akrabjuara/article/view/919>
6. Mansyur AR. Dampak COVID-19 Terhadap Dinamika Pembelajaran Di Indonesia. *Educ Learn J*. 2020;1(2):113.
7. Putria H, Maula LH, Uswatun DA. Analisis Proses pembelajaran Dalam Jaringan (DARING) Masa Pandemi COVID-19 pada Guru Sekolah Dasar. *J basicedu*. 2020;4(4):861–72.
8. Mustofa MI, Chodzirin M, Sayekti L, Fauzan R. Formulasi Model Perkuliahan Daring Sebagai Upaya Menekan Disparitas Kualitas Perguruan Tinggi. *Walisongo J Inf Technol*. 2019;1(2):151.
9. Sun'iyah SL. Media Pembelajaran Daring Berorientasi Evaluasi. *J Stud Keagamaan, Pendidikan, dan Hum*. (Vol 7 No 1 (2020): April):1–18.
10. Syswianti, D., Suryani, N., & Wahyuni T. Evaluasi Pembelajaran Daring Dengan Menggunakan Aplikasi Zoom di Masa Pandemi Covid-19 Pada Mata Kuliah Pengantar Asuhan Kebidanan. *J Med Cendikia*. 2020;(Vol 7 No 1 (2020)):40–50.
11. Barokati N, Annas F. Pengembangan Pembelajaran Berbasis Blended Learning pada Mata Kuliah Pemrograman Komputer (Studi Kasus: UNISDA Lamongan). *Sisfo*. 2013;4(5):352–9.
12. Yunus M, Astuti IF, Khairina DM, Freeman, Teguh Martono K. Evaluasi Mutu Pembelajaran Klinik Pendidikan Keperawatan Gigi Politeknik Kesehatan Kementerian Kesehatan. *J Sist Komput*. 2011;10(2):49–54.
13. Argaheni NB. Sistematis Review: Dampak Perkuliahan Daring Saat Pandemi COVID-19 Terhadap Mahasiswa Indonesia. *PLACENTUM J Ilm Kesehat dan Apl*. 2020;8(2):99.