The Challenges of Online Learning during the COVID-19 Pandemic: An Essay Analysis of Performing Arts Education Students

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ABSTRACT

COVID-19 pandemic has changed the way of learning in higher education. Teaching, and learning activities that are usually carried out with face-to-face meetings have turned into virtual meetings in various online learning applications. This paper aims to analyze student essays in the form of perspectives or responses about the challenges of online learning during the COVID-19 pandemic. This paper collected fifteen students as samples in the Fundamentals of Education I course who were actively involved in online learning activities. Online learning provides various instructions led by the lecturer. Instructions can be synchronous (communication where participants interact in the same time space as video conferencing, zoom, google meet, and WebEx) or asynchronous (time-separated communication such as e-mail, google form, streaming video content, posting lecture notes and social media platforms). This study used a qualitative approach. The researcher then collecting, reading and highlights each student's response that is considered relevant for analysis. This paper has shown so many responses about the challenges experienced by the students while studying online, such as, positive and negative impact of online learning, economic conditions, anxiety during online learning, government should think and planned, the risk of user data security, face-to-face class to online learning, ability, finding effective online learning media, and expectations.
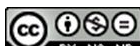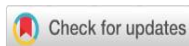
INTRODUCTION

The world is facing a COVID-19 pandemic now. Educational institutions have been also affected by the pandemic which in the end changed the manner of gaining knowledge of. In Indonesia, (Azzahra, 2020) stated that the fast spread of COVID-19 has forced governments to shut faculties and put into effect at-domestic distance learning. Various initiatives are underway to make sure study activities continue in spite of absence of face-to-face schooling. Especially, in higher education, students and lecturers unable to meet in the classroom, and they must react to changing conditions and formulate alternative strategies such as accomplishing online learning. According to Atkins (2007), online learning has emerged as a practical and popular strategy for credit recovery, signaling general agreement among district and school practitioners that expanding credit recovery options through online courses may help more students get back on track toward graduation, and (Nguyen, 2015), online learning to enhance and improve student learning outcomes while combating the reduction in resources, particularly in higher education.

In Indonesia, online studying affords challenges and possibilities for students and lecturers. Like different sectors of society, the Indonesian education system is also uneven especially due

to the coming pandemic COVID-19. Some school are funded, but different schools do not get funding. In practice, many schools cannot move the curriculum online, due to the fact there is no, or not enough infrastructure to do it. If schools can flow online studying, many students will not have the capability to get right of entry to them on an ongoing basis due to the fact they don't have laptops, facts costs are too high, internet access is insufficient and internet quotas are insufficient. The need now is to replace to online mastering. This reminds the researcher that despite the fact that we stay inside the same country, we do now not share the equal resources. In addition, (Kusumo et al., 2012) founded that the problem about technology is more on the internet connection which are related to the infrastructure.

Inchiparamban & Pingle (2016) states online learning makes it possible for learners to take up a course without attending an educational institution. Learners get the benefit of taking up a course from their home or from any place they are comfortable. It also enables learners to get credible certifications, thereby, improving their qualifications, which, in turn, play an important role in career progression. Based on previous research, (Heppen et al., 2017) find that online courses are increasingly used for credit recovery in districts across the country, yet there has been little research about the effectiveness of these courses for students who have previously failed. Despite great optimism about the potential for online learning to provide more flexibility and interactive instruction to students. Besides that, (Choi, 2016) providing directions for future research. First, the training platform utilized in this study was a text-based asynchronous online environment. To generalize the findings of this study, a further study needs to be done with various online learning platforms and approaches to ensure study consistency. Second, participants of this study were experienced learners within the online environment. If participants are not familiar with the online learning environment, results may differ. Other factors, like technology competency, efficacy and therefore the like, could have an impression on learners' satisfaction.

Another previous studies (Kuama & Intharaksa, 2016), there are two suggested to further research: first, the technical problems and individual problems that students encountered are the main challenges in online learning, helping students to beat these two challenges would increase the satisfaction with the new mode of learning and promote online learning motivation. To solve technological problems, sufficient and effective access to the Internet and twenty-four hour connectivity of the Internet are also needed. Second, interesting and practical online course design and content is very important. Sufficient explanations for the lessons and exercises are also required. Additionally, the planning and content of learning tasks must be evaluated and revised from time to time.

In this conceptual paper, I draw a number of theories from the literature and relate them to students' essays about how they responded and how they understood the concept of online learning experiences during the COVID-19 pandemic.

Principles of Online Learning

Developing an online gaining knowledge of design or continuity of a learning layout is very plenty needed in the midst of a COVID-19 pandemic that has plagued nearly the complete world. Pandemic which disturbs all factors of life, particularly education. Therefore, a well-planned design is wanted to increase and improve online learning or online courses on a massive scale if a pandemic returns in the future. Online learning is defined as learning that takes place partially or entirely over the Internet (Bakia et al., 2012; Means et al., 2009). Alabbasi (2017) indicated that the student learning outcomes in courses are influenced by online course design features. Previous researches, (Allen & Seaman, 2015; Casanova & Price, 2018) also argues an online course is defined as one in which at least 80% of the course content is delivered online. Face-to-face instruction includes courses in which zero to 29% of the content is delivered online; this category includes both traditional and web
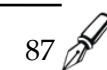
facilitated courses. The remaining alternative, blended (or hybrid) instruction, has between 30% and 80% of the course content delivered online.

In general, online courses deliver content and instruction over the Internet (Watson & Gemin, 2008). For example, online courses can use technology to engage students with animations, simulations, video, audio, document, and other interactive content (Huang et al., 2020; Powell et al., 2015). Students can also receive direct feedback about activities and assessments, and course content can be flexible and individualized (Archambault et al., 2010; Bakia et al., 2012). Online courses can existing students with rigorous content and some require college students to reveal skill-ability as they move via them and hence pass by over material they have already mastered (Powell et al., 2015). According to Baccalaureate (2020), online getting to know plans include teaching strategies, communication rules, tools, solutions, and insurance policies that support online or combined mastering in the school community. Make plans as simple as possible, but make clear expectations for students, instructors, and careers about how to study and train online.

Online learning has become popular due to its perceived potential to supply more flexible access to content and instruction by: 1) increasing the supply of learning experiences for those that cannot or choose to not attend traditional schools, 2) assembling and disseminating instructional content more efficiently, and 3) increasing student-instructor ratios while achieving learning outcomes adequate to those of traditional classroom instruction (Bakia et al., 2012). In line with (Wicks, 2010), online learning is characterized by a structured learning environment that enhances and expands educational opportunities. Online learning also provides instruction led by the teacher, and can be synchronous (communication where participants interact in the same time-space as video conferencing) or asynchronous (time-separated communication such as e-mail or online discussion forums), and accessed from various settings (at school and/or outside the school building).

Accordingly, online learning can expand the range of courses available to students, especially for students who live in rural or inner cities. Online learning provides flexibility to students who face conflicting scheduling of concurrent subjects, enhances the teaching of technology skills by instilling technological literacy in academic learning content; and provide professional development opportunities lecturers, including mentoring and learning in the scientific community colleges.

Online learning, as a subset of all distance education, has always been concerned with the provision of access to educational experiences that is, at the least, more flexible in time and in space than campus-based education (Oliver et al., 2009). Online learning usually includes a mixture of applications similar to email, chat, rib discussion, streaming audio and/or video, and a whiteboard. The most characteristics of online learning are related to flexibility in time and house, students' and instructors' involvement, and different characteristics that online learning shares with distance education. Therefore, online learning might not be ready to serve all disciplines within the same method, and not all online learning environments are similar. However, the characteristics mentioned earlier are generic and might be applied to the most online learning things nowadays (Oliver et al., 2009; Scagnoli, 2009).

(Oliver et al., 2009) developed six types of educational interaction; they are also briefly described below.
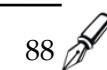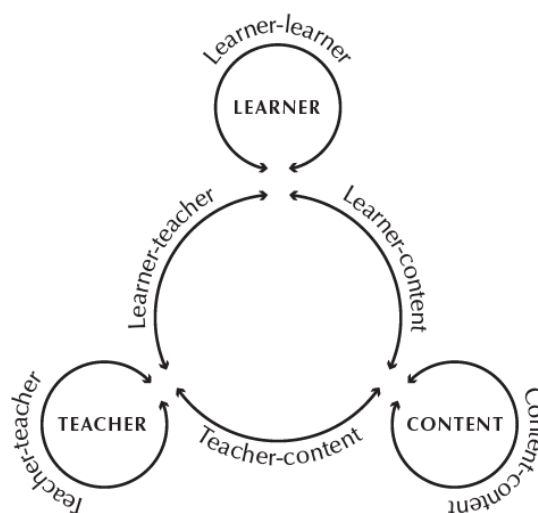
FIGURE 3. Educational interactions

Based on the picture above, (Oliver et al., 2009) wants to see the interactions in distance education or online learning, such as student-student, student-teacher and student-content, teacher-teacher, teacher-content, and content-content interactions. It means that the instructor must be consider of the environment and understanding the needs of the students.

Oztok et al. (2014) argues that we do now not deny the plausible technological know-how to form and restrict the sorts of conversations that occur beneath its field. Indeed, modifications in modern-day structures and speedy tendencies in information and communication technology can impact or alternate our culture, lifestyle, behavior, non-public tastes, and perceptions. However, we argue that media capacity cannot be the only variable in defining on-line mastering curriculum and pedagogy.

In other words, the shape is the aspect that determines the extent to which humans have the autonomy to speak in an online mastering environment. Therefore, according to the idea of transactional distance, dialogue and autonomy are two important concepts with which men and women have to interact with each other and apprehend their learning.

Benefit of Online Learning

More and more, educational institutions are adopting online learning as a learning method for delivering learning material. Educational institutions are moving towards using the Internet for sending data, material, or learning content for students. For educational institutions, to make a significant step there must be a perception that using online learning provides great benefits. Also, (Borup & Evmenova, 2019), founded the need for quality online instructors is especially important in colleges of education. Pettyjohn & LaFrance (2014) argues that technological advancements allow at-risk students many opportunities to receive a credit to graduate on time, as well as giving them different avenues for learning and assessing their learning. Existing online learning programs differ from traditional education in a number of significant ways, one of which is the ranks of students served. Online learning programs can serve students of all ages, levels of ability, and learning backgrounds.

According to Scagnoli (2009), the benefits of online learning will be indicated from the perspective of organizations, faculty, and students. Therefore, (Ally, 2004) states that for students, online mastering knows no time zones, and place and distance are not issues. In asynchronous online learning, students can access on-line substances whenever and allows for real-time interaction between students and teachers. Students can use the Internet to access updated and applicable getting to know materials, can speak with experts in the field which they are reading, and can contextualize the learning. For teachers, teaching can be carried out

anytime, anywhere. Online substances can be updated, and newbies can see the adjustments immediately. When inexperienced persons are able to get entry to materials on the Internet, it is simpler for teachers to direct them to appropriate records-based totally on their needs.

Shea, Pickett, and Petz (2003) reported on the relationship between pedagogy, design, and faculty improvement issues with scholar satisfaction in online getting to know in addition to proposing a conceptual framework for scholars studying in online learning environments. Corry, & Carlson-Bancroft (2014) founded the benefits of online learning in transforming and turning around low-performing schools to include: (a) broadening access for all students and providing opportunities for students to recover course credit, (b) the potential to motivate and engage students due to the flexible and self-paced nature of online learning, and (c) providing highly individualized and differentiated environments allowing for personalized learning. Online offerings are able to reach more students at any place and at any time increasing the availability for all students and offering students a full range of enhanced curriculum choices, as well as academic credits and support toward a diploma. They offer flexibility for students to learn at their own pace with expanded learning time to master complex content, instantaneous feedback, and one-on-one support while achieving learning outcomes equal to those of traditional classroom instruction.

Therefore, online learning is an essential space in which to explore, critique, problematize, and create the spaces in which the caring and educating subject might be formed online (Gibbons, 2007).

Implementation of Online Learning in Indonesia

During a COVID-19 pandemic, face-to-face school room education has been changed through online learning. The rapid increase of Internet access has had a major impact on business and now has a major impact on education too. In recent months, tertiary education in higher education has experienced a revolution of its own because the COVID-19 pandemic and the government have struggled with funding universities and providing access to adequate online learning. According to United Nations Sustainable Development Group (2020), in the higher education sub-sector, while online learning has generally taken place through recorded lectures and online platforms, some universities have postponed learning and teaching until further notice, due to the lack of information technology (IT) infrastructure for both students and teachers. Questions also remain about how to harmonize semesters and academic calendars, as some programmes have been successfully implemented online, while others could not be.

Li and Lalani (2020) has noted that the COVID-19 has resulted in schools shut all across the world. Globally, over 1.2 billion children are out of the classroom. As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. Research suggests that online learning has been shown to increase retention of information, and take less time, meaning the changes COVID-19 have caused might be here to stay. Furthermore, with this sudden shift from classrooms in many parts of the world, some people are wondering whether adoption of online learning will continue to survive post-pandemic, and how such changes will impact the world education market. Li added, with sudden shifts from classrooms in many parts of the world, some people wondered whether adoption of online learning would continue to survive post-pandemic, and how such changes would affect the world education market.

In Indonesia, online mastering is now increasingly more being applied in establishments and has even led to the emergence of educational provider carriers such as the Ruangguru, Zenius, Rumah Belajar Kemendikbud, Quipper School and soon. Online gaining knowledge has been utilized in greater education for students by utilizing numerous applications as studying media such as Youtube, Zoom, Google Meet, and many different applications which are available. Online learning has served the needs of students analyzing in higher education to

help high-quality and efficient learning. Many instructional establishments that practice online gaining knowledge of have experienced the transformational nature of online education. This has helped as a response to pedagogical, administrative, and monetary issues in greater education, as a strategy, and as a chance for joint ventures between educational institutions.

As online learning continues to be integrated into the foundations of higher education, the presence of a strong teacher and committed to student support must be a priority in the pedagogy of online teaching (Levy, 2017). Hence, Sudarsana et al. (2019), suggested the development of e-learning makes three possibilities in the development of an internet based learning system, namely the web course, web centric course, and a web enhanced course. Learning or e-learning is also inseparable from various advantages and disadvantages. But behind it all, learning through e-learning is very supportive in the current learning process.

RESEARCH METHOD
Research Approach
A narrative analysis guided this study. Using narrative analysis to explore student perspectives or views on the use of e-learning based on the their essays writing during COVID-19 pandemic. According to Ary et al. (2010), the researcher and those telling their stories have an equal voice in determining the meanings attributed to the experiences.

In this study, the researcher collected fifteen students (7 females and 8 males) as samples in the Fundamentals of Education I course who were actively involved in online learning activities during the COVID-19 pandemic. At that moment, the researcher asked them to write an online learning experience in form of essay during the COVID-19 pandemic.

Procedure
Researchers asked Performing Arts Education students to share their views or perspectives on online learning during the COVID-19 pandemic via the "WhatsApp" application platform. The perspective is written in essay form. The essays were then collected through "Google Drive" and at the same time fulfilled the task of the Fundamentals of Education I course. Then, the researcher took several essays from the participants who were used as research samples for analysis. The research was conducted from March 2020 to June 2020.

Data Analysis
The researcher collecting, reading and highlights each student's response that is considered relevant for analysis. In this study, the researcher used pseudonyms (the use of numerical) at the transcription stage. The pseudonyms used are: "I.F" for females and "I.M" for males.

RESULTS AND DISCUSSION
The Challenges and Student Perspectives
According to (Islam et al., 2015), there are many challenges faced by academics regarding the use and success of e-learning in an academic environment. Current discussion around the challenges in this area can be divided into five categories: learning styles and culture, pedagogical e-learning, technology, technical training, and time management challenges.

In this paper, a review of knowledge from student essays writing revealed the experiences, advantages, and challenges for online learning. The emergence of a COVID-19 pandemic outbreak has also changed learning patterns in schools and colleges. The educational process that ought to have been done face-to-face has changed to distance learning or online. Variety of regions have closed campuses and implemented online learning. It's also to suits the government involve social distancing to attenuate the impact of this virus. Online learning, and has been occurring for the past few weeks. This is often certainly also in line with the evaluation and concentrate to the items that require to be considered during the activity process. This is often also for the great and effective learning process.

The first reflects student's perceptions regarding their motivation, self-expectations, and online learning. All students acknowledge personal responsibility for fulfillment or failure in their online learning. Although the task of online learning is sort of difficult, it requires efforts that involve recording, reading, memorizing, and accessing online-based learning media. Additionally, they feel they need to be supported by friends, family, and schools and therefore, the government as policymakers within the midst of a COVID-19 pandemic.

Online learners may additionally nevertheless face some actual obstacles albeit they need universities that format interactive and interesting online studying environments and use simple route management tools. Supported this study, students observe that the advantages of online learning includes quick access to material and increased understanding of data, which ends up to betters learning outcomes. However, there are several challenges and obstacles in online learning faced by Indonesian students, especially students in Fundamentals of Education I course at the Indonesian Institute of the Arts, Yogyakarta.

Positive and negative impacts of online learning
Students state that the opportunity to access subject matter from any location at any time is the most positive aspect of online learning. Besides, lecturers can integrate application or web-based resources into learning materials without difficulty. This gives students individual and unique learning opportunities. However, some students argues that online learning has positive and negative impacts—especially for student's health because some many task.

"All choices have positive and negative impacts, including the choice to do online learning. The positive impact is that we can maximize the use of technology that has developed today. We can get the material easily and in accordance with the way we learn can be in accordance with our desires for example when lying down, while eating, or when chatting with other people. So that we will be more relaxed and not pressured by the classroom atmosphere that is too formal. In addition, we can also be free to study without the standard time that is usually determined for each course on campus. The negative impact, in my opinion, is the online learning process that only happens in one direction, making it difficult for students to consult with material that is felt to need a deeper explanation or understanding." (IF.2)

"This is due to the teaching and learning activities which should be replaced by online lectures but only replaced by the accumulation of assignments that make me dizzy. I'm not complaining, but I'm just asking how we can strengthen the body's immunity if we are always haunted by tasks that can sometimes make us sleep late at night. I feel sorry for this online learning because it is not effective and it should be that in this pandemic we should maintain our endurance but be disturbed by the accumulation of existing tasks." (IF.1)

"The tasks are increasingly booming and counting. This is what makes students uneasy. In fact, many even give up and do not do it because they are not able to do a lot of tasks approaching the deadline and each task is always on the same day and at the same time." (IM.4)

"Online lectures become one of the interactive learning tools by using internet media. Lecturers can teach in several places and can also provide course material such as videos, readings, writings, articles, or files through the internet and existing applications. Applications commonly used for online lectures include Edmodo, Zoom Clouds Meeting, WhatsApp, Line, and many more. But of the many applications, in addition to having advantages certainly also has disadvantages. For example the WhatsApp application, with the WhatsApp group of lecturers and all students can easily send and receive material files but this application cannot be used for video calls or video calls for more than four people." (IF.13)

"Students can save time at school or campus by following the learning process from home, especially for those who live in big cities with traffic congestion problems. The material that

has been implemented can also be repeated so students can play back material that is not yet understood. For lecturers, the same material can be used for later classes with modifications to make it more interesting." (IM.15)

"Through this online lecture, students can learn to be more flexible in following questions and answers or discussions with friends and lecturers through the media provided. And with this online lecture, I can save time and energy so that I can do other activities outside of class hours because learning that is usually done in the classroom can now be done from home. Of course that can happen because of technological developments so that we can take advantage of existing media and applications. Not only that, through this online lecture, of course we also get a different learning style experience than usual so that we can practice creativity and independence to be more responsible in following the lecture process." (IF.14)

"The problems arise such as the difficulty of the signal or internet network so that it can hamper the learning process. For example, when a lecturer sends a video and students with difficult internet networks cannot download videos, or have to wait very long to download it, this will hamper the learning process and be inefficient in terms of time." (IM.5)

Economic conditions

Online learning also has an impact on economic conditions or conditions because it cannot afford to buy internet quota to access online learning media, complained about the phones cannot support their online learning. Through online learning, this is would be teaches every student to be literate using current technologies. Students also know that the technology used today has benefits and anything can be done through online lectures, although it is not as effective as face-to-face lectures. During online lectures, students are required to use online-based learning applications to make it easier for them to access learning material. But, some students experience obstacles in learning, namely:

"Each student also has a different family economic income. Many students complained about no quota, no signal, smartphones with inadequate memory and some even did not have laptops to do their work." (IM.4)

"Some students always complain about the different applications of each lecturer, making the memory card and internal storage on the cell phone full. I also did not say much about the problems faced because each lecturer must have different characteristics and attitudes. I'm actually confused to deal with problems like this. Because if the lecturer does not ask us to install the application, the lecturer will provide material via video. Surely we will download it again. If the practice class, the lecturer will provide a video and we will also send a video. This is very difficult." (IF.11)

"The biggest problem is the fast internet quota for students. Because this outbreak has an impact on the whole community, including the impact on parents' income. Students and parents experience an economic income crisis." (IM.3)

"In Indonesia, there are still many students who do not have internet or cellphone access to access online-based learning media. This has become online learning hampered or not carried out so promotion." (IM.9)

"However, online systems lead to ineffective learning or lectures. In terms of ineffectiveness, online lectures are online and require internet. To access the internet, I need a quota. As we know that the current quota price is relatively expensive, whereas to take part in online lectures, of course, the required quota is not small. Besides the quota, I can also access the internet via Wi-Fi. However, not all students have or install Wi-Fi in their homes. Maybe some students can usually easily access the internet in various places, such as in regional libraries, shops, cafes, and soon." (IF.13)
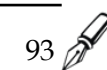
"I feel that online learning like this encounters many obstacles for students and lecturers such as problems with access to online learning applications, insufficient memory, and poor signal that ultimately makes online lectures ineffective and inhibited." (IF.5)

"I experienced some obstacles. However, not only did I feel those obstacles, but other students also felt. Obstacles that I experienced include, in this online lecture, we as students, of course, inevitably have to have qualified gadgets to support the substitute for face-to-face lectures on campus. During this online lecture many applications and videos that I had to download. The downloaded file is not uncommon in large capacity so as to make memory and quota quickly used up. Not to mention the need for browsing to update and look for information sourced from the internet. Meanwhile, we all know that economic conditions since the outbreak have declined. So that extravagant quotas will worsen financial conditions." (IM.12)

"Maybe for some people who don't have problems with the network it can be effective. But for me, it still cannot run effectively because the main obstacle of an online problem is networking. Including in Indonesia, the internet network is still not very good and there is no similarity from each place. Maybe for me, one solution to this network problem is to use a card that supports and suits the place." (IM.15)

In addition, some students also complained about a place where electricity was difficult to reach, resulting in network difficulties or internet access.

"Understandably, I live in a village bordering South Sumatra, and the government pays little attention to survival there. This then impacts on the lack of facilities, both educational facilities, school facilities and even public public facilities. If the government wants to impose online learning, the government should also ensure the condition of the capabilities of each family, because every family has different economic capabilities, let alone the ability to buy internet quota for online learning." (IM.3)

"I am very constrained by the network. Inevitably I have to go to the city and it takes 30 minutes to get to the city. I also do not have my own vehicle. I have to borrow a bicycle from my brother. If the bicycle is still in use, I have to wait for the bicycle and it is a waste of time. Not to mention if there is a power outage in my village. The tasks became messy because everyone died and did not attend lectures on the day of the power cut." (IF.11)

"One obstacle that is often experienced by some students who live in rural areas and in the region still have a bad internet connection. For example, when a lecturer is doing a live broadcast on Instagram then the connection or signal at our place is bad, surely the delivery of material from the lecturer will falter so that students cannot receive the material to the maximum." (IF.13)

"My financial expenses increased because I had to buy more quota to stay online all the time to get the information provided by the lecturers." (IF.7)

Economic conditions and electricity that's difficult to succeed in their homes may be a big problem for a few students. Some students have difficulty accessing information thanks to inadequate facilities and infrastructures. Insufficient family finances to shop for internet quota and variety of other issues. The condition was then exacerbated by the emergence of the COVID-19 pandemic within the midst of today's society. This has caused some parents of students not to be ready to meet the economic needs of the family including just buy the necessity to access online-based learning media.

Anxiety during online learning
The spread of the COVID-19 has caused a variety of panic and has many impacts, one of which is the lecture system or teaching and learning system which is usually done face-to-face now is turning into an online lecture system. Some students also complained that online lectures caused anxiety and were not focused while studying.
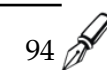
"Online lectures make some students become bored and frustrated. Online lectures through videos uploaded on youtube or via video calls, in my opinion, cannot be understood in their entirety because they are done online and do not create focus like face-to-face lectures." (IF.6)

"I think, because with a lot of workload can actually affect a person's physical or psychological condition." (IF.13)

"I have a headache, and less energy. This is not a medical problem but because of the burden of thought due to the piling lecture assignments." (IM.9)

Every student complained because the assignments given by the lecturer were too many and at the same time so they reasoned that they could not focus on one task because other assignments also had to be thought about to be completed immediately.

Thinking and planning
The right step to improve this online lecture is by utilizing all available media, facilities and applications and choosing the right learning concepts to use. Because after all university must prepare everything optimally to be able to follow this lecture system in order to prevent the spread of COVID-19. It is expected for lecturers not to give assignments with deadlines or very short time so that all students can prepare and complete assignments to the maximum. I am sure that at this time the government must have thought and planned everything well for the people. In addition, there are several steps that must be taken by the government if one day they want to implement online learning or online to the public. Some students responded:

"First, the government must conduct socialization about online learning. Because in my opinion online learning is less optimal or optimal because of the lack of understanding from the public about online learning. The second is that the government must prepare facilities and infrastructure such as signal quality or a good network for learning communication." (IF.2)

"If I myself go online, of course there are no fundamental problems. However, I place more emphasis on educators in preparing our mentality before starting this online lecture. Well, here is how the role of educators in preparing students' psychology before carrying out online lectures. I think, it does not necessarily equate the position of all students in face-to-face lectures directly with this online lecture. This is caused by differences in the absorption of material for each student." (IM.9)

"I hope that with an outbreak like this both the government, teaching staff, and students can better prepare themselves if there is a sudden change in the education system." (IF.14)

Risk of user data security
Current technological advances, it certainly can make it easier for humans to do various things including online learning. The large selection of applications will also help make online learning more effective. However, online learning also poses a risk to the user's data security which could be misused by certain parties.

"With so many applications, of course we also have to be able to choose or choose which applications have many advantages and risks to the user's data security threats so that the desired effectiveness can be achieved. The effectiveness of online learning depends on the choice of the right system or method." (IF.2)

Face-to-face classes to online learning
Online lectures actually make students overwhelmed in conducting online-based learning activities with lecturers because more lectures are spent on practice, such as dancing, playing music, singing and others directly.

"I study at an art campus that uses more practice. I am confused because I have to provide material or video via Whatsapp. Face-to-face meetings require very clear techniques and
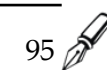
online practice lectures cause confusion because some subjects ask to observe and learn the movements, practice them and send them online." (IM.12)

"I studied at an art campus. The campus is accustomed to practice and theory face to face. Now changed all the practices and theories of lectures replaced with online lectures, which cannot be face to face. I felt, with the COVID-19 pandemic problem that made all my lecture activities changed, which at first I didn't often open my cell-phone and my lecture activities were always on campus, ranging from drama practice, dance practice or creation practice to help senior level, as well as training preparing for the class performance is now changing with my activities that always see groups on social media like WhatsApp, or so on to see the assignments of lecturers or lecturers who send lecture videos. (IM.10)

Ability

Some were critical and worried that some students and campuses succeeded in a virtual education environment and some campuses might fail, just as they did in a traditional classroom environment. This also affects the ability of the campus to have good resources to be able to implement online learning as well as the ability of students to use online learning media while studying.

"Some students understand seeing face to face or face to face rather than reading, listening and seeing in college online. Every student has different abilities, such as in dance lectures. The lecturer sends a video and asks students to practice it directly. Students who don't have the ability to dance will surely feel confused doing and practicing it themselves." (IF.7)

"It might not be a problem or a problem for campuses that are already familiar with online lectures. But for campuses who are familiar with conventional online lectures will definitely find it difficult because they have not prepared what system is appropriate for use in carrying out this online lecture. In addition they also have to adapt quickly to run online lectures." (IM.10)

**Finding effective online learning media**

As we know, the implementation of lectures during the pandemic must use the online system. At first student were very uncomfortable with this online learning system. The students and lecturers are still looking for effective ways to carry out this lecture, because after all the material must reach the students and attendance must continue.

"Using the WhatsApp application quite effective, but many lecturers are still uncomfortable using this application. The second application that is recommended for download is Zoom, but this application is not suitable with the signal constraints of unstable students. The third application that is recommended for download is Edmodo, and many more group chat applications that are recommended for download." (IM.3)

Expectations

In addition, there are some expectations expressed by students to improve our education system, especially regarding inadequate online learning. They hope that all work together in the success of online learning.

"I hope that in the future the Ministry of Education and Culture will have a better and more effective plan, namely by learning from experience in the COVID-19 pandemic. The Ministry of Education and Culture must have a careful plan and design of the learning process for educators and students so that the learning process is controlled and does not cause confusion in the learning process. In addition, internet network problems are inadequate. The government should pay more attention and expand internet networks in remote areas that are difficult to reach. Difficult access to the internet results in the lack of information obtained by students who are in certain areas." (IM.8)
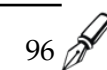
"I only ask the Ministry of Education and Culture to make a special application for online lectures where the application is available with supporting features and is needed by students and lecturers. This will solve problems such as full memory cards and full internal storage. So it does not make the lecturers disgusted with the reasons as above which in reality is indeed experienced by us students." (IM.10)

"I hope that even though online learning does not rule out the possibility that parents still have to take away their rights to educate their children. In the future, hopefully we will no longer be faced with the following pandemics and if these periods occur again, I hope that teachers, lecturers, students, and also parents contribute to each other in the field of education in Indonesia." (IF.14)

"As a student, I hope that the government will immediately provide responses and solutions to today's online lectures. In addition the government is expected to immediately issue a special policy for this problem. Because I think the plague that made us students run online lectures will last long because of the growing development of this COVID-19. So I hope the new policy for online lectures can make online lectures more effective making it easier for students and lecturers." (IM.12)

All participants expected that the government, especially the Ministry of Education, and Culture might be able to find solutions to beat the issues currently being experienced. Provides a very effective application for conducting online lectures. And, making learning media which will be accessed by anyone for the sake of the graceful teaching and learning process online from anywhere. However, good access must be in line with good infrastructure. Universities also are required to form changes in providing access to adequate online learning. To reform all learning devices at each university, from lecturers, students, and to anyone directly associated with the university system. Thus, this will be useful within the future if an identical problem occurs again.

Discussion

The recent pandemic created an opportunity for change in pedagogical approaches and introduction of virtual education in all levels of education. As we do not know how long the pandemic situation will continue, a gradual move towards the online/virtual education is the demand of the current crisis. In this study, the reseacher have analyzing about student perspectives of online learning in the midst of a COVID-19 pandemic and found some perspectives that are more or less same (Dhawan, 2020; Jena, 2020). Based on the previous research, (Irawan et al., 2020; Lestiyanawati & Widyantoro, 2020; Wargadinata et al., 2020), the impact of students on online learning during the COVID-19 pandemic, namely (1) Students are bored with online learning after the first two weeks of learning from home, (2) Considerable anxiety on research subjects whose parents have low income, because they have to buy a quota to be able to take part in online learning, and (3) Emotional disturbances are indicated by changes in mood or mood caused by too many assignments that are considered ineffective by students. (4) The availability of Wifi and data pulse quota packages is a determining factor for the continuity of online learning. However, in practice, it is also found that there is limited internet access for each student either due to geographical location that is difficult to reach internet signals or also financially for purchasing quota packages. (5) The inadequate school facilities in supporting e-learning. The difficulties of teachers in explaining the material also appeared as the impact of e-learning.

According to Bao (2020), since this online teaching "migration" is implemented quickly during the outbreak of COVID-19, students' anxiety needs to be relieved in various ways to ensure that they can actively and effectively engage in online learning. Personally, the COVID-19 pandemic outbreak has caused a variety of panic in the community, one of which is in higher education institutions. Campus inevitably has to lay of lecturers, educators, and students. Typically, more lectures are done face-to-face in class, and the format must be changed to online
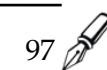
lectures. The outbreak of the number of people infected with the COVID-19 pandemic in Indonesia has had a significant impact to people in Indonesia. Starting from the economic, social, and technological sectors, even the education sector now inevitably must be able to adapt to the COVID-19 pandemic.

Several regional heads issued a policy for students to study at home as a form of social distancing in preventing the spread of the virus. The policy also came into force in several universities in Indonesia in the implementation of educational programs. The program is known as an online college program or e-learning/online learning system. For lecturers, students, and campuses who are familiar with online lectures, the format of lectures using internet-based information technology is not a problem. Conversely, those who are unfamiliar with online lectures experience stuttering. They must adapt quickly and responsibly to carry out online lectures. Unfortunately, this stuttering causes lecture methods to be ineffective, even causing problems. According to (Ariff, 2020) argued that schools and universities are closing down their campuses, many indefinitely, and abruptly forced to transfer their online learning using free services such as Google Classrooms and Zoom and burdening their students with heavy assignment loads, with questionable results.

Enhancing teaching and learning during the pandemic requires careful attention to ensure that there is optimization of the range of currently available resources. The process of optimisation requires working with existing organisational cultures to achieve effective change, to adapt the available technologies and to ensure the collaborative participation of educators and learners throughout the process. An important consideration, which may be overlooked whilst heavily engaged in the present situation, is how it will be possible to sustain the use of online learning after the pandemic, instead of simply falling back into a traditional face-to-face teaching routine. Evaluation is essential for sustainability since it provides insights about the extent to which new approaches are achieving their intended and potential benefits, and also the variety of factors that enable and constrain effective online learning (Sandars et al., 2020). Therefore, the demand for online training has increased and it is without a doubt going to growth even further. Online studying also involving the ability of students to access learning the content material while gaining knowledge of online. However, there are additional and left out elements that need to be stored in mind: Lecturers also need to make sure learning content material is accessible. Moving the curriculum online means negotiating the capacity of students to access mastering the content in relation to the accessibility of that content material. Although online training can offer students and lecturers with flexibility, there are challenges involved that potentially exclude students and restrict instructors. One venture is re-creating the dynamics of face-to-face teaching, and that isn't always clean to do, especially boundaries in online mastering. The relationship between students and lecturers be very important for pupil success because the lecturer helps how and why students are worried with the studying content. Eradicating this interaction on a huge scale and unheard-of in Indonesia. This can have an impact on how the lecturer teaches and how students study in numerous ways.

An additional challenge is the infrastructure required to facilitate online courses, and therefore, the high prices related to access content, whereas, learning online. To do this, students got to have to access to the correct instrumentation, whether it's a smartphone or portable computer. They conjointly got to get enough net information packages. Online learning similar to in rural areas conjointly found issues. This can be as a result of category sizes and lecturer to student ratios tend to be higher, there's a decrease within the capability for students to access online content and even fewer resources to access it outside of smartphones, similar to net cafés. Smartphone technology could exist already, however, the power of Indonesians in cities and villages to unlock its potential remains unequal.

The most applied strategies used by teachers were using online chat, in which Whatsapp was the most taken application. The other strategies applied were using video conference and combining both online chat and also video conference. On the contrary, some problems also

emerged during the e-learning process. Teachers' disabilities in accessing technology were found as the first arisen problem, although most of them had a good ability in taking control of the technology (Lestiyanawati & Widyantoro, 2020). Although, there are challenges for educators and students to access online content, there also are opportunities to assume outside the box. However, the category is sometimes expedited to form learning the content additional accessible. At the university level, for instance, several categories are managed through PowerPoint and lectures. These techniques may be helpful for learning, particularly in giant lecture rooms. However, they are doing not promote accessibility and do not invariably teach learners' habits that are directed to have an interaction with learning content through contemplation, interaction, and discussion.

One of the opportunities conferred by moving the net course of study is to review online learning content. Online teaching is completely different once the lecturer and students are within the room. Lecturers have to be compelled to assume critically concerning what content is enclosed and not once moving online learning. Redesigning the course of the study of subjects to suit the net learning platform permits the chance for lecturers to review the results of their online learning and review whether all content is in line with them.

The second chance is expounded to the kinds of platforms in the market through technology. Through a web platform, students now not have to be compelled to study solely through lectures. Instead, the lecturer has the potential to carry a synchrony meeting with a little cluster of scholars to produce adequate feedback; to make podcasts or recordings that need less information download; they will additionally be record videos of their lectures, therefore students can access content quite once; or they will type discussion teams to push peer-to-peer learning and move on the far side the lecturer-learner relationship hierarchy. This change has important potential to expand the manner learners learn in a very world that's driven by technology, each online and particularly within the room. Therefore, (Daniel, 2020) suggested that teaching should include varied assignments and work that puts COVID-19 in a global and historical context. When constructing curricula, designing student assessment first helps teachers to focus. The flexible ways to repair the damage to students' learning trajectories once the pandemic is over and gives a list of resources.

However, preparing to move education outside of traditional physical classrooms in response to COVID 19 requires thought, coordination and careful decision making. This document is a starting point for planning and supporting a significant learning transformation (Ali, 2020). Based on the Chinese practices to maintain undisrupted learning during COVID-19, the following experiences are identified to facilitate flexible online learning. The government provide accessible learning experiences, all universities should rely on tele-courses to provide learning experiences for those in remote areas without internet or without cable TV. Additionally, more affordable devices should be developed as well to provide offline digital learning resources for learners, especially in those remote areas. Moreover, researchers and practitioners should consider different accessibility guidelines (e.g., WCAG 2.0) while developing their digital learning resources platforms, tools and devices. This helps provide an effective approach to accessibility, functional diversity and e-inclusion in educational settings. Finally, more inclusive authoring tools (that work with different functional diversities) should be developed so that educators can use them to create accessible digital learning resources (Huang, 2020).

CONCLUSION
Our challenge as lecturers, students, and online practitioners be to explain which modes, methods, activities, and learning media are the foremost effective and efficient, and learning in creating and distributing quality online learning programs. Model creation is usually the primary step towards creating theory. The model presented illustrates most of the key variables that interact to make online learning experiences and contexts. Our next step is that the
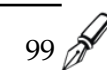
attention of the government, during this case, the stakeholders who lookout of educational institutions to repair online learning activities including learning, costs, completion, and satisfaction. During this COVID-19 pandemic, the authors hope that we all deepen our understanding of this complex educational context, and lead us to hypotheses, predictions, and most significantly, the professional improvement of our practice. Hopefully, this study can lead us to enhance, and harden strong and comprehensive online learning within the future.

In reality, it's not enough to only offer online learning opportunities to students to offer them accessibility and adaptability. This is often equally important for all sorts of online learning to assist to develop their skills for independent learning and learning readiness. If used properly, technology can help students succeed academically and prepare them for subsequent online learning and within the future. Therefore, lecturers must remember to still connect the advantages of working and studying online with students.

Recommendations for the overall enchantment of online courses founded on discovering methods to: decorate the readiness of students—inclusive of technological and private factors; enhance the satisfactory and extent of engagement by the way of students; decide the necessity for extra face to face sessions for guides associated with diversity; and enhance assessment strategies; and user-friendliness of the course sites.

For the government, especially the Ministry of Education, and Culture could also be ready to find solutions to beat the issues that are being experienced now, it'd be useful within the future if similar problems occur like this. Maybe by providing applications that are truly effective for conducting online lectures. Maybe by considering the issues above.

Finally, the appliance of the teaching and learning online, like zoom, WebEx, google meet, google form, WhatsApp, YouTube and other applications are quite helpful to students who feel they lack material. During this situation there's an honest side, which is to encourage students to be independent and think critically, for instance, lecturers rarely give material, while the assignments given are somewhere the solution is within the material, and most assignments are given indeed we are really required to think. Creating a piece of writing supported material that has got to be looked for themselves and composing on their makes it easier to deepen and apply what the lecturer wishes to convey.

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