



Issues in the Implementing of Online Learning in Islamic Higher Education During the Covid-19 Pandemic

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Abstract: This study aims to determine the problems experienced by students and lecturers in the implementation of online learning during the Covid-19 pandemic at Islamic universities. This study involved students from 8 majors at Islamic higher education, Indonesia. This research is a qualitative research with a phenomenological approach. Data was collected through in-depth interviews, study documentation, and observation. Thematic analysis was used to analyze the results of participant interviews. The findings of this study indicate that; First, online learning presents problems in student engagement during online learning, problems with internet access, and levels of digital literacy. Second, the problem of implementing Online Learning during the COVID-19 pandemic has had an impact on the shift of the new lecture paradigm which is highlighted in four subscales, including the level of saturation, seriousness and participation in learning, learning motivation, and the level of intellectual satisfaction. Third, the efforts made by lecturers in overcoming these problems are by improving digital literacy skills, modifying learning methods such as project-based learning, integrated curriculum, and mixed learning. This study recommends that these findings can be used as a basis for consideration in evaluating policies and implementation of online learning in Islamic universities.

Abstrak: Penelitian ini bertujuan untuk mengetahui permasalahan yang dialami mahasiswa dan dosen dalam pelaksanaan pembelajaran online pada masa pandemi Covid-19 di perguruan tinggi Islam. Penelitian ini melibatkan mahasiswa dari 8 jurusan di perguruan tinggi Islam di Indonesia. Penelitian ini merupakan penelitian kualitatif dengan pendekatan fenomenologis. Pengumpulan data dilakukan melalui wawancara mendalam, studi dokumentasi, dan observasi. Analisis tematik digunakan untuk menganalisis hasil wawancara partisipan. Temuan penelitian ini menunjukkan bahwa; Pertama, pembelajaran online menghadirkan masalah dalam keterlibatan siswa selama pembelajaran online, masalah dengan akses internet, dan tingkat literasi digital. Kedua, permasalahan pelaksanaan Pembelajaran Online di masa pandemi COVID-19 berdampak pada pergeseran paradigma perkuliahan baru yang ditonjolkan dalam empat subskala, antara lain tingkat kejenuhan, keseriusan dan partisipasi dalam pembelajaran, motivasi belajar, dan tingkat kepuasan intelektual. Ketiga, upaya yang dilakukan dosen dalam mengatasi permasalahan tersebut adalah dengan meningkatkan

keterampilan literasi digital, memodifikasi metode pembelajaran seperti pembelajaran berbasis proyek, kurikulum terpadu, dan pembelajaran campuran. Penelitian ini merekomendasikan agar temuan tersebut dapat dijadikan sebagai dasar pertimbangan dalam mengevaluasi kebijakan dan pelaksanaan pembelajaran online di perguruan tinggi Islam.

Keywords: Covid-19 Pandemic, Islamic higher Education, Online Learning.

INTRODUCTION

The Covid-19 pandemic compelled the Republic of Indonesia's Minister of Education and Culture to release Regulation No. 4 of 2020, which proposes that learning activities be conducted online (Hadi, 2021). The reduction in instructions is part of the government's commitment to fighting the spread of COVID-19 through education. These rules are then followed by university regulations that advise professors and students on how to conduct online learning. This regulation is useful in preventing the transmission of the Covid-19 virus among students. However, the lack of interaction and monitoring between lecturers and students reduces students' academic understanding. In addition, the inaccuracy of the media, models, and tactics applied in the application of online learning is a determinant of the achievement of learning objectives.

So far, studies on online learning have indeed addressed two major issues. First, a conceptual study of online learning is offered, which simply addresses the meaning, benefits, drawbacks, and conceptual frameworks that have not yet matured (Alan J., 2001), its presence is really implemented to basic education institutions. In reality, when it comes to human resources and infrastructure, higher education institutions outperform basic and secondary schools (Othman & Ruslan, 2020). In the midst of the covid-19 epidemic, online learning research in regard to formal education are primarily concerned with how it contributes to reducing physical contact, but do not explain its use for students or higher education institutions (Azmi, 2006).

Of these two trends, there are still very few studies that focus on the pattern of developing

integrated online learning in Islamic education universities. Therefore, the method of adopting online learning at the State Islamic University of Walisongo Indonesia will be investigated to see the success of the online learning policies that have been implemented. This research will go beyond idea creation to provide analysis through integration of solutions provided by lecturers that are relevant to student difficulties. According to Driscoll, "integrated learning" means "aligning two different things to take advantage of their differences" (Rifma Rusli, Ranti, dkk., 2021). Therefore, online learning concepts and formations must be structured in such a way that the learning ideas used can provide more benefits to students.

This study aims to explore the experiences experienced by students and lecturers in the implementation of online learning. To find out, this paper focuses on three problem questions: a) how online learning problems are experienced; b) how the impact of online learning problems on the learning experience; and c) how are the efforts made by lecturers in overcoming the problems of online learning. The three answers will become direct recommendations for the institution where the research is conducted to develop a better learning management system.

METHOD

This research is a qualitative research using a phenomenological approach. This decision was taken to describe an individual's life experience related to a concept or phenomenon (Creswell, 2013). Meanwhile, Husserl stated that phenomenological research is based on the direct experience of participants, so they can see firsthand the experiences of participants (Bernard, 2002). Data collection methods used

in this research are in-depth interviews, study documentation, and observation. The data sources in this study consisted of three lecturers and eight students, each consisting of a senior lecturer (chief lecturer), junior lecturer (lector), and new lecturer (expert assistant). While student informants were taken from each department in the Faculty of Education and Teacher Training (FITK).

The decision was taken to obtain various data according to the experience of the informants. All informants were questioned, recorded, and then transcribed orally with the informant's consent. Informants were given the initials M for student, D and to maintain confidentiality. The interview procedure was terminated when data saturation was reached and no new information was received (Guest, G., Bunce, 2006).

Table 1.1: Responden Profile

Student			Teachers		
Initial	Sex	Age	Initial	Sex	Age
M1	Female	19	D1	Female	34
M2	Female	20	D2	Female	27
M3	Female	20	D3	Male	47
M4	Female	21			
M5	Female	23			
M6	Male	21			
M7	Male	21			
M8	Male	23			

The interpretation and findings of this study are based on the thematic data analysis (Creswell, 2013). It is considered the best choice for research seeking to establish multi-interpreted data. All interpretations are available in the theme analysis (Arkorful, 2014). The theme approach leads to an in-depth investigation to address a particular problem (Bernard, 2002). These efforts were carried out in three stages of analysis; read the transcript over and over again, make exploratory comments on the passages that are considered important, and develop the main theme. After analyzing, the researcher found findings in the research problem (Smith, 1998).

RESULTS AND DISCUSSION

Online learning during the Covid-19 pandemic has changed the implementation of learning technology, both in terms of knowledge transmission and administrative policy services. This study highlights a number of critical issues regarding student engagement, meaningfulness, and learning achievement. This is not an anomaly in the Islamic higher education environment, such as the State Islamic University of Walisongo Indonesia which applies online learning to overcome various problems. Regarding the implementation mechanism, the author will categorize the data analysis in this study into several major problems faced by students, such as the use of media, the level of information literacy or technological literacy, the advantages and disadvantages of each software and hardware used, internet access and involvement.

1. The media utilized in the delivery of online learning

The findings reveal that when it comes to the application of online limitations, the usage of media by students and lecturers at UIN Walisongo Semarang may be regarded from two perspectives: hardware and software. All informants utilize laptops and smartphones as tools in terms of hardware. According to informant M1, the laptop was chosen because it was more convenient to operate. According to informant M4, the laptop has a bigger screen size, does not need to be held all the time, and can be positioned in various positions, as well as the ability to launch additional apps such as word processing, spreadsheets, browsers/search engines, and other applications. Meanwhile, the laptop's shortcoming is that it is less portable, thus it cannot be carried everywhere (M8). Similarly, several informants (M2 and M7) indicated that using a laptop for more than 3 hours during lectures will cause the laptop to stop working, as experienced by their peers.

However, many students use smartphones, which are thought to be more practical. Informant M2 indicated that smartphones are easier to use, while informant M6 stated that their use consumes less internet data based on their observations. The problem of smartphones is that they have a tiny screen, which makes the presenter's presentation display difficult to be seen clearly (M4). Smartphones, unlike computers, require a tripod to maintain a stable position (M1). Aside from that, M3 informants indicated that utilizing big applications for an extended period of time might cause the smartphone to heat up faster Interfering with application performance. In reality, one Vietnamese source stated that on Thursday, October 4, 2021, an 11-year-old boy in Nghe An Province died from burns after his smartphone exploded while he was studying online. According to the local Ministry of Education, the incident began when pupils were studying online. The smartphone was charging, and the students were using earphones (Ramadhanny, 2021).

To facilitate lectures, UIN Walisongo Semarang students use Zoom, G-Meet, WhatsApp, E-Learning, and Skype apps. The majority of students select the Zoom and G-Meet programs as their favorite software to utilize, rather than the Walisongo E-Learning facility, which is an official campus tool. Informants indicated that the zoom application can accept a larger amount of participants while still providing good audio and video quality (M8). Zoom is a distant conferencing solution that combines video conferencing, internet meetings, chat, and mobile collaboration (Ari Susanti, 2021). Aside from this context, students believe that the usage of zoom is motivated only by a student's obedience to the lecturer (M2). This is an irritated expression because, as disclosed by informant M2, zoom has a time restriction, therefore occasionally content that was not provided in a lecture

must be completed. Informants M3 and M4 stated that Zoom consumes a high number of data packets and that they are concerned about data breaches that occur for Zoom users as a result of hacking since Zoom still employs TLS (Transport Layer Security), which is open to eavesdropping and information theft (Samidi, 2019). As a result, the vast majority of informants choose to utilize Google Meet.

The G-Meet application is the most popular and widely used method of online learning at UIN Walisongo Semarang. Google Meet, according to the majority of informants, is easier to use than Zoom (M7, M8). Furthermore, G-Meet, according to M4 responders, does not cause the phone to overheat and saves more quota than zoom. G-meet's limitation is that it cannot modify the display backdrop, and non-paying participants are restricted to 36. (M5). Some informants also indicated that managing G-Meet was more challenging than Zoom in terms of displaying power slides to share presentation materials due to a more limited menu than Zoom.

When asked to compare the use of zoom and G-Meet, informants gave different points of view. The advantage of the Zoom feature is that it can change the virtual background which allows informants to set an image or video as the background during the meeting (M2). Even M7 informants stated that there was a Touch Up My Appearance menu offering, which is basically a filter that smoothes the skin, and makes itself look more beautiful (Zoom US, 2021) This is different from Google Meet, where the conference tool is said to have no special specifications. Because, from the beginning Google put more emphasis on simplicity.

Both competitors do have subscription packages with additional advantages, especially the ability to record. However, the packages offered by G-Meet are more

expensive. From the number of participants, Zoom has a large number of participants (D2). Where, the most expensive package on Zoom is even able to support meetings with 500 participants. while the most expensive Google Meet package is limited to 250 participants (D1). Google Meet plan prices start at 6 US dollars per month allowing up to 100 people to join the meeting. That number can go up to 150 for the next plan, if you pay 12 US dollars a month. Meanwhile, the most expensive plan goes for 25 US dollars per month which allows the use of up to 250 participants per meeting (Sya'roni, 2021).

Apart from zoom and G-Meet, other applications have been developed such as Whats Apss, Skype and Walisongo E-learning. However, these three applications are not used very often in lectures. Because lectures are carried out with video display, the video call feature provided by Whats Apss is not qualified to carry out online lectures (D3). In addition to the very limited number, Whats Apss also has poor video call quality, in addition to not being able to display presentation file shows (D1). As for the E-Learning application provided by the campus, students also feel dissatisfied with the menu provided, apart from being slow, sometimes students find it difficult to log in while lectures have started, so that students inevitably come late to class (M5). also feel more comfortable when submitting assignments using google forms. Because they think that E-Learning is too complicated (M3).

1. Digital Literacy Level Students and Teachers in the Implementation of Online Learning

Among the competencies that must be possessed by teachers and students of UIN Walisongo Semarang in the implementation of online learning are digital literacy skills with more technical skills such as accessing, understanding,

and disseminating information. Regarding the information received by students, it is necessary to have a cultural approach in learning to filter the information received (Darwanto, 2021). Meanwhile, Douglas A.J. Belshaw said that there are eight essential elements to developing digital literacy, namely the need for assistance in the cultural, cognitive, constructive, communicative, responsible, creative, and critical self-confidence in responding to content (Hardini, Puspita 2012).

Regarding digital literacy, the research results show that before the implementation of online learning during the covid-19 pandemic, almost all informants were not familiar with Zoom, Skype, G-Meet, and even Walisongo E-Learning. Informants M1, M2, M3, M7, and M8 admitted that they had not been able to operate the E-Learning account provided by UIN Walisongo. They claimed to experience various obstacles such as often having difficulty logging in due to system errors, confused about which menu to choose when the lecturer made an announcement regarding the uploaded material/task via E-Learning, and confused about how to submit assignments via E-Learning. Meanwhile, informants M4 did not understand the procedures for using digital devices provided by the campus. This is reinforced by the confession of informant M8 who stated that it is still difficult to do screen share/presentation impressions to other participants, either through zoom or G-Meet. At the time of presentation, they asked for help from friends who know better to be able to help display the share screen. For those who understand, the average study of the menu in the zoom / G-meet by means of self-taught (M5). Meanwhile, D3 informants studied it through Youtube, although there were a small number of students who claimed to have received material about

digital learning applications when taking learning media courses (M6).

The data above shows concern because digital literacy is considered as one of the important skills that students must have that determines the success of their studies (Azmi, et.al, 2019.). Several other studies have stated that digital literacy skills will open up opportunities for students to think, communicate, and be creative which ultimately leads to student learning success (Sujana, A., & Rachmatin, 2019). A study conducted by Dinata stated that several things that can be done by leaders of educational institutions are to develop digital literacy skills (Darwanto, 2021) such as digital literacy training, inculcate a campus digital literacy culture, and form a campus digital literacy drive team.

2. Internet Access Problems when implementing online learning

The geographical condition of Indonesia as an archipelagic country is an obstacle in fulfilling the availability of internet services to the 3T area (Zuhri, 2012). Areas outside the island of Java are the most unreachable by the internet, with 70 million Indonesians having difficulty accessing the internet (Kominfo, 2020) This has an influence on the implementation of online learning at UIN Walisongo Semarang because the distribution of students is almost evenly distributed throughout Indonesia. Students who claim to experience network difficulties are those from East Nusa Tenggara, Papua, Palembang, and Sulawesi. On average, students who live on the island of Java do not experience internet problems except for certain phases such as when the lights go out, it rains heavily, and or are in rural areas with weak signal strength (M3).

Regarding the additional financing for purchasing internet data packages, all informants admitted that they were burdened. Based on in-depth interviews

that have been conducted, informants spend 500-2200 Mega bait of data packets for one meeting with an average of 1000 mega bait for two number of credits.

Table 1.2: Number of data Packets Used

Initial	Student		Teacher		
	Number of data Packets Used (in MB)	Lecture Period	Initial	Number of data Packets Used (in MB)	Lecture Period
M1	631	2 SKS	D1	817	2 SKS
M2	508	2 SKS	D2	592	2 SKS
M3	2002	4 SKS	D3	601	2 SKS
M4	700	2 SKS			
M5	915	3 SKS			
M6	800	2 SKS			

While in one week there are 24 credits that must be followed, so it can be concluded that in one week they spend a minimum of 12,000 Mb for lectures, meaning that in one month they need a minimum of 48,000 Mb to take online lectures. According to informants, the size of the data package spent depends on the duration of time used for lectures. In addition, it is also influenced by the type of application and the software used. If you use zoom, it consumes more data than G-Meet. While the use of a laptop consumes more data than a smartphone.

Informant M4 said, at least one month spent 100 thousand rupiah to buy a data package only. While in the area where he lives there is no signal that can be used to take online lectures, so even though he cannot take face-to-face lectures, these students also continue to pay for boarding houses in areas close to campus so that their academic journey is not disrupted (M5). Another informant said that the data package assistance provided by the government was not evenly distributed. Including himself and many other friends who have actually registered their phone numbers in academic accounts, but have

not received data package assistance from the government (M2, M3, M8).

3 Student involvement during online learning

One form of student involvement in the implementation of online learning is their readiness in collecting assignments given by the teacher, responding quickly when there are questions given by the teacher/other students, or asking questions when there are some materials that have not been mastered.

In the realm of implementing online learning at UIN Walisongo Semarang, the level of student involvement is relatively low. This can be seen from the results of in-depth interviews that have been conducted. Informants M1, M3, M7 and M8 admitted that they never asked/give feedback to the lecturers after the material was completed. be delivered. Not because they understand what the lecturer said, but because they don't understand the material presented by the lecturer (M3). Informants M2 said that the material delivered through online learning tends to be confusing. According to them, this happens because the delivery of material only focuses on the material contained in the power point so that it seems like they are just telling stories and make students bored and bored (M5). lecturer (D2), stated that when asked to hold discussions in online classes, students were silent and made the class quiet.

Apart from the activeness of the students, the lecturers also admitted that they were annoyed with the attitude of the students who did not focus on attending lectures (D1). Even according to the informants of D2, students often turned off the camera during the lectures. More sadly, students admitted that when conducting online lectures, they were also accompanied by other activities outside of lectures such as chatting with parents (M1), playing with pets (M3, M8), or while

traveling on public transportation (M2, M4). Even though one of the ethics that must be considered when taking online lectures is that students continue to turn on the camera feature as a form of respect for lecturers who are happy to share their knowledge with students.

The lack of student involvement in online lectures during the Covid-19 pandemic can occur because learning is held incidentally and suddenly, so lecturers are not mature enough in planning and developing online lecture designs. Students are also not ready materially and mentally in dealing with the lecture system that is suddenly out of their habit. The unpreparedness of these students ultimately creates a sense of saturation and frustration in participating in online learning (Pawicara, R., & Conilie, 2020). There needs to be good planning by lecturers so that the implementation of online lectures can run optimally.

Implementation of online learning at UIN Walisongo Semarang using Zoom, WA, Google Meet, E-Learning, Google Classroom and Skype media. The majority of students prefer to use laptops with the G-Meet application rather than zoom meetings. the presence of online learning at UIN Walisongo has a good impact on the digital literacy capabilities of lecturers or students, but the level of student involvement is felt to be lacking which can be seen from various indicators such as students turning off the camera during lectures which indicates an unfocused learning because it is also accompanied by activities others when online lectures are carried out.

From the data that has been collected, it can be understood that the implementation of online learning in Indonesia requires a transition to an educational model that is in line with the digital era. Previous studies revealed that online learning platforms

bring benefits to students when used as emergency learning media (Suresh, M.; Priya, VV; Gayathri, 2018) In addition, most of the studies mentioned show that students generally have a positive attitude towards online learning (Lochner, L.; Wieser, H.; Waldboth, S.; Mischo-Kelling, n.d.), although they sometimes experience technical problems because of self-taught information literacy with all the benefits from online learning such as: better results in assimilating information (Fang, 2019). adapting courses to student needs, flexibility, student centeredness (Al-Dosari, 2011) and eliminating barriers of space and time, to other things that motivate students to join in the conversation and exchange opinions (Arkorful, V.; Abaidoo, 2014) .

The success of online learning is influenced by several factors, such as: the level of lecturers' ability to use technology, the chosen learning strategy, the quantity and quality of interaction with students, faculty policies, collaborative learning, feedback, active learning, diverse learning, and intensity of technology use applications (Tham, CM; Werner, n.d.)

Considering these aspects, we will analyze the role of the various factors above in their implementation in the implementation of online learning at the Faculty of Tarbiah and Teacher Training and their success in increasing students' academic scores during the implementation of online learning. At the same time, the authors focused this research on analyzing students' perceptions of their learning experiences during the implementation of online learning. In addition, this study also looks at the impact of digital literacy skills on the ability for students to process learning information.

The data of this study show that online learning has more disadvantages than benefits. Students stated that online

learning had no beneficial effect on the assimilation and processing of information, making it more difficult to learn. Furthermore, students also assessed that online presentations did not have the courage to speak for fear of being ridiculed or laughed at. Very different from the implementation of face-to-face lectures that provoke active participation. Like other research results, students are easily distracted and lose focus because lecturers have not found the right strategy to maintain focus (Sadeghi, 2019). This happens because of the lack of experience in teaching using online applications. In addition to these aspects, family/friends/neighbors can interfere with students' concentration when studying online. Another accepted disadvantage is insulation. Students feel the lack of interaction with the lecturer. Meanwhile, other research states that poor interaction with lecturers is one of the main problems that are a factor in not achieving learning objectives (Syam et al., 2020)..

Our results are in line with recent research conducted on students in Eastern Europe (Suresh, M.; Priya, VV; Gayathri, 2018) which confirmed the negative attitudes of students towards the online learning pandemic. So that some lecturers did try to learn, find solutions, offer support to students and adapt their teaching styles to new conditions, these efforts received a positive response from some students even though they were still hit by technical problems. When there are attempts to adopt a more student-centered approach, they actually feel too much pressure due to the sheer volume of work to be done. The student-focused educational process involves assigning students more responsibilities and more assignments, but unfortunately, because students are unfamiliar with the type of learning they experience, they are more prone to develop

negative attitudes towards online teaching and learning (Räty et al. , 2012).

Lecturers use various tools when delivering material in online learning. These efforts were made to make lectures more interesting, but sometimes feedback from students did not occur, the assignments given were not concise, and lecturers often failed to express their expectations clearly. The reason why the online education process faces so many problems is represented by the fact that the traditional ways that lecturers used to deliver the practical part of lectures are no longer suitable for use in an online environment. When lecturers fail to adapt quickly and find solutions, their efforts create confusion and uncertainty among students. Another important aspect that must be discussed is the interaction between students and lecturers (Daniel. S. J., 2020). According to our findings, students are affected by the lack of interaction with lecturers and peers.

In terms of students' attitudes towards the use of online learning platforms (E-Learning, G-Meet, Zoom etc.), students generally perceive platforms as useful tools for online teaching and learning. Students prefer platforms that do not have a lot of technical problems, thus facilitating interaction between students and lecturers. According to the Technology Acceptance Model (TAM) researched by Cohen, E.; Nycz, 2006, intention to use an E-learning platform is influenced by the perceived ease of use of the tools provided by the platform and by the perceived usefulness of those tools. In this context, our findings reveal that students have difficulty when using the tools offered by the E-learning platform, they become confused and panicked when the time to do assignments is running out. The technical problems caused are signal loss, unclear voice,

delays in sending messages that arise because of the server that hosts it.

In connection with the initial results which state that the implementation of online learning at UIN Walisongo Semarang uses Zoom, WA, Google Meet, E-Learning, Google Classroom and Skype media, all of which have audio-visual facilities as disclosed by Edgar Dale who stated 75 % is obtained through the sense of sight, and 13% through the sense of hearing, so the following authors describe the results of research on student learning experiences that can be viewed from the level of saturation (Nurdyansyah. N., 2015), seriousness and learning participation (Sujana, A., & Rachmatin, 2019), learning motivation (Samidi, 2019), as well as the level of intellectual satisfaction (UNIKA, 2020) felt by students of UIN Walisongo Semarang.

1. Levels of Saturation

Based on interviews conducted with UIN Walisongo Semarang students who have participated in online learning, it is known that some of the informants like online learning. However, the monotonous implementation of online learning causes a feeling of laziness and boredom (M2, M7, M8). As in courses that require more detailed and concrete explanations, it needs to be supported by adequate media to increase student interest in learning (M1, M6).

According to students, the online learning system used tends to be unstructured with a long period of time (M2, M8, M5). This is exacerbated by the many assignments given by the lecturer which can cause a feeling of laziness and boredom. Informant M2 said that what he did not like about online learning was that he could not meet face to face with lecturers. There is a sense of saturation when the lecturer explains the material in a monotone but does not provide clarity so that students seem to be forced to understand the material by themselves.

This makes them feel lazy and bored. The monotonous implementation of online learning using limited applications causes a feeling of laziness in participating in learning (M5). Coupled with the many assignments and materials, but minimal explanation and reinforcement from the lecturers, it causes student boredom to study (M8). Informant M6 stated that online learning boredom was also caused because learning was carried out for a long time, media, and methods that tended to be the same.

Afrianto Daud, 2021 says that the factor of learning saturation comes from outside and within the individual. External factors that affect learning saturation are intellectual work that demands. This also happened to students of UIN Walisongo. Several informants stated that there was a tendency for lecturers to only give the opportunity to speak to certain students, causing social inequality and making other participants bored. While internal factors are boredom and fatigue experienced by individuals which cause loss of motivation and lazy to pay attention to every material presented (Farooq et al., 2020). In addition, the boredom experienced by students in participating in online lectures can also be seen as emotional exhaustion. This aspect is a side that is often felt by students, including boredom that starts from emotional instability caused by social conditions. Coupled with the pressure of assignments and materials provided during the implementation of online learning. This is in line with what was stated by Batdi, V., Dogan, Y., & Talan, 2021 that the cause of emotional exhaustion is the existence of excessive demands indicated by excessive feelings and thoughts.

Second, physical fatigue, symptoms of physical fatigue include dizziness, headache, nausea, diarrhea, stiff muscle joints, neck pain, insomnia, reduced

appetite, shortness of breath, irregular menstruation due to stress, weight loss, body lethargy and weakness, anemia, hypertension, and other health problems (Lee et al., 2020). Informants stated that psychological stress can have an impact on physical fatigue. Because it is not only the brain that works, but the eyes and other body parts also work. Students often feel dizzy and their eyes hurt from staring at the cellphone/laptop screen for too long.

The third is cognitive fatigue. Informants M3, M5, M7, M8 stated that in participating in online learning they felt helpless, lost enthusiasm, lost the meaning of life, lost interest in learning, lost interest in learning, and had difficulty concentrating. This is an indicator of cognitive fatigue which according to Schaufeli and Brunk has an impact on the inability to concentrate, forgetfulness, and difficulty in making decisions (Arjunina Maqbulin, 2021). In the results of the interview, they said that the decrease in concentration was influenced by emotional dynamics and the density of activity and pressure.

Fourth, loss of motivation. This indicator includes loss of enthusiasm for learning, loss of interest in learning, and feelings of giving up easily. In this aspect, many of the indicators are felt by students as they conveyed during in-depth interviews. According to Cherniss, these symptoms have been considered lose motivation. In addition, there is a sign of wanting to withdraw as a response to stress and dissatisfaction which is embodied in a sense that lectures can be completed immediately (Zada et al., 2019).

Apart from the four indicators presented by Burnot, all informants admitted that they were bored with the online lectures being held. Informants M1, M3, and M8 could not keep their concentration while studying was taking place because they

admitted to doing other activities outside of lectures such as chatting with friends, playing with pets, or doing certain activities that could re-open the mood for learning. Because they felt they were not being watched by the lecturers, informants M4 and M5 admitted to turning off the camera and the microphone button while doing other activities. Obviously this is very detrimental, so the firmness of the lecturers to ask students to turn on the camera is an important thing to consider (Samidi, 2019).

2. Students' Seriousness Participating in Online Learning

The seriousness of learning affects student achievement (Sujana, A., & Rachmatin, 2019). Seriousness in participating in learning can be seen from the activeness of students in the learning process, preparation, process, to self-evaluation (Tham, CM; Werner, n.d.). This is important because seriousness in learning means a willingness to learn to study attentively, in other words focusing on the subject being studied and never getting bored to always want to know new things. So important is the seriousness of learning so that a student has an obligation to manage time as optimally as possible (Al-Dosari, 2011).

From the point of view of the learning process, informants admitted that they were often late for lectures. Even though arriving late in class can have a bad effect on students. They will experience a lack of self-confidence, lack of self-discipline/discipline decreases, lag behind in lessons so that they get fragmented material, get punished and their concentration level decreases (Salim & Randy, 2022).

However, M3 informants said there was a passion for attending lectures. One of them is to record every material presented by the lecturer. Students realize that taking

notes is the most effective way to remember material. In addition, by taking notes, informants can also easily understand and remember the material so that at least they can maintain focus. As Bligh D argues, the results of his research show that students who often write lessons in class into notes can remember the material better than those who do not take notes (Sadeghi, 2019).

Informants M2, M3, and M5 stated that interesting lecturers were those who delivered in a loud voice and gave lecture explanations with clear language styles and concepts so that they attracted interest in asking questions. This is important because actively asking can lighten the burden of the exam because it can increase the understanding of lecture material from the time of asking (Zuhri, 2012). They feel that actively asking questions encourages them to pay attention to what material is presented. However, when asked about the level of seriousness, the students admitted that they were not serious because they did not meet directly with the lecturers and the lack of social interaction with other friends.

2. Level of Intellectual Satisfaction and Learning Motivation

The level of student satisfaction relates to a person's feelings after comparing the performance or results he feels compared to his expectations (Barbara, Leila, & Sardinha, 2016). Students are said to be customers because they pay for educational services to study. This is of course accompanied by the desired expectations in the educational process. Such as services, facilities, quality of lecturers and leadership. With reference to these expectations, each student has a different perception from one another. There are those who perceive high standards that cannot be met by institutions, there are moderate ones and some are low (Cohen, E.; Nycz, 2006).

The level of student intellectual satisfaction can be seen from the absorption of the material delivered by the lecturer (Hendro Widodo, n.d.). Absorption is the ability or power to do something to act in absorbing lessons (Depdiknas, 1990). In the context of UIN Walisongo students, informants admitted that they did not have a good absorption capacity for the material presented by the lecturer. This is caused by several factors such as teaching methods, learning methods, student-student relationships, infrastructure, a sense of security in learning and learning environment situations that can affect the level of student learning motivation (Arkorful, V.; Abaidoo, 2014).

Learning motivation includes the state of the individual's soul that encourages to do an action in order to achieve a goal (Rahmawati, 2014). The behavior shown by each individual is basically directed to meet their needs or to achieve predetermined goals. In terms of their nature, motivation can be distinguished between intrinsic motivation and extrinsic motivation. Intrinsic motivation, for example, students learn because they are driven by their own desire to increase knowledge. While extrinsic motivation, for example, students learn with enthusiasm because they want to get prizes (Lee et al., 2020).

The intrinsic motivation of UIN Walisongo Semarang students in participating in online lectures is relatively low. This can be seen from the frequent arrival of students late when entering online classes, as Guest (Guest, G., Bunce, 2006) stated that one of the factors for student delay is low learning motivation. In addition, they also stated themselves that the absence of direct interaction between students and lecturers made them feel unsupervised. This situation is bad because

the absence of pressure makes them act as they please (Rifma Rusli, Ranti, dkk., 2021).

The phenomenon shown in this study is very likely related to the results of the study shown by Nakayama et al. (2007, p. 1). He stated that the characteristics of students will have an influence on the learning experience and achievement of students. These results indicate that the success of e-learning is also influenced by the characteristics of individual students. In line with the facts above, it is very possible that the results of this study are also related to the research of Hikmat et al. (2020, p. 1). He stated that online learning with Zoom and WhatsApp is only effective for theoretical and practical courses, while in practice online courses and lectures are less effective because of the unavailability of certain menus needed for learning. Slightly different from the results of research conducted by (Räty et al., 2012) before the Covid-19 pandemic showed that students had a good perception of e-learning. Students showed an interest in doing learning with e-learning by 86.3%, besides that students supported e-learning content where there were teaching materials that had to be done with e-learning. The level of student satisfaction in using e-learning reached 77%. The need for learning development by combining e-learning with learning models and teaching materials that are in accordance with the characteristics of the material, so that the use of e-learning can be maximized and provide provisions for students when working as lecturers in the digital era (Sya'roni, 2021).

This study looks at the problems of implementing online learning in universities from the perspective of lecturers and students. However, this study also has some limitations. One limitation is represented by the fact that the sample is a study conducted only at UIN Walisongo Indonesia. Thus, the results cannot

be generalized to the entire Indonesian higher education system. Moreover, the selected universities did not have experience with E-learning platforms prior to the Coronavirus crisis, although only the basic tools of the platform were used before the pandemic (Martinis Yamin, 2010). It will be useful to expand the sample to other universities in Indonesia. This effort was made in order to generalize the results but also to make comparisons between universities, fields of study, previous university experiences with online learning, in accordance with the training program for lecturers during the transition period. In addition, it would be useful to conduct a longitudinal study that would allow us to see how universities adapt to exclusively online teaching and learning, thus affecting student achievement (Laucher, 2017).

CONCLUSION

The results and findings of our study lead to two categories of implications, practical and theoretical. On a practical level, a series of recommendations that are useful for lecturers can be implemented so that they can successfully improve the quality of the online learning process. Technical problems are still the most difficult problems to solve, because the server capacity is owned by high lecturers. Of course, the university has made efforts to overcome these problems and improve the workings of the E-learning platform. However, the technical problems of students remain poor in internet connection, signal loss, lack of adequate digital devices, especially for students living in rural areas or students from low-income families. Universities can create programs to meet these types of needs and thereby facilitate the learning process for students who find themselves in this situation in Indonesia. So, it is possible that after a longer period of adaptation and introduction of students and lecturers to the online environment, the quality of the educational process will improve, and students' perceptions

of online learning become more positive and in line with other studies that we have mentioned previously. However, in order for the system to adapt well in online learning, a series of actions that can stimulate and facilitate its adaptation to this new type of teaching must be taken.

In this case, there is a need for concrete actions in order to improve and optimize online learning, such as: improving the technical skills of lecturers, developing training programs intended to help reorganize lecturers so that they can adapt students' learning styles to the online environment. The literature provides some suggestions on how to adapt the educational process to the online environment, but adjustments must be made according to the macro context at the level of each institution, according to the profile and field of study of the student. From our point of view, the main challenges that must be faced today are: the resilience of lecturers to change and changing student perceptions of online learning. Training programs for lecturers need to be developed to help them adapt to changes and understand future educational needs.

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