



The Effectiveness of Online Learning Usage for English Subject in Covid-19 Pandemic

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ABSTRACT

The effectiveness of Polytechnic Piksi Ganesha e-learning as one of the official learning media for teaching and learning. This study aims to describe the effectiveness of online learning using Piksi Ganesha E-Learning in the Health Faculty during the COVID-19 pandemic. This research is descriptive quantitative research with a survey design. The sample of this study was all students of the Medical Record Study Program, amounting to 100 students. The data collection instrument uses a questionnaire packaged into google form. Data analysis used descriptive statistics. The results showed that online learning using Piksi Ganesha's E-Learning in the covid-19 pandemic in the Medical Record study program was quite effective. This is revealed from online learning using Piksi Ganesha E-Learning, The questionnaire used consists of four indicators, namely (1) student concentration in online learning with Piksi Ganesha E-Learning is 725, (2) student understanding of learning materials is 88%, (3) student motivation in online learning is 88%, (4) student learning outcomes in online learning is 97%. The results of the study show that online learning using Piksi Ganesha E-Learning in the covid-19 pandemic in the Medical Record study program is quite effective. The results of this study have implications for the sustainability of the use of Piksi Ganesha's E-learning as a learning platform used by Piksi Ganesha lecturers and students.

Keywords: Piksi Ganesha E-Learning, Online Learning, Covid-19

INTRODUCTION

Since the detection of cases in Wuhan City on December 2020, many people around the world have been infected and died due to Covid19 pandemic. The cause is because SARS-CoV2 is highly transmissible and even more dangerous than seasonal influenza (Biggerstaff et al., 2014; Liu et al., 2020). In response, the World Health Organization (WHO) has recommended social distancing at both the individual and population level to reduce spread of the virus. Following recommendations from WHO, governments in several countries have decided to close schools, ban public events and implement lockdown policy. Educational institution namely schools and universities have also halted their non-essential



activities. In order to fill the classroom void and prevent the spreading of infection for students, schools and universities change face to face learning into other modes of learning, such as online-learning based on different platforms. Online communication platforms include Zoom, Microsoft Teams, Skype, WhatsApp, Google Classroom, Google meet, YouTube and others. The existence of online software is really important to continue learning process despite the disruptions of Covid-19 (Choi et al., 2020). Through online learning, we are reminded that education is capable of bringing people together (Gomez et al., 2020). Online learning may be easily implemented in developed countries such as Saudi Arabia, the United Kingdom, Georgia, Singapore, South Korea and others compared to developing countries such as Indonesia, India, Pakistan and others. The first reason is because they have more experiences and knowledge than developing countries about online teaching even before the Covid-19 pandemic. In Indonesia, students often faced challenges related to the lack of facilities, for example, not having smartphone or laptop, adequate internet quota, and good internet connection (Atmojo & Nugroho, 2020). This happens since Indonesia is an archipelago country with various geographical challenges and overpopulation crisis. The role of the teachers and students is really important in the implementation of online learning in developing countries during Covid-19 pandemic. However, the sudden change from traditional to online learning causes many challenges especially for teachers.

LITERATURE REVIEW

The world's education system is currently being disrupted by the Covid-19 outbreak. Covid-19 is a disease whose cause is identified as the Coronavirus that attacks the respiratory tract. This disease was first detected in Wuhan, China (Calvo et al., 2020; Olonade, Adetunde, Iwelumor, Ozoya, & George, 2021; Wen et al., 2020). On January 30, 2020, the World Health Organization (WHO) declared the COVID-19 outbreak a state of emergency, a global pandemic, and required the whole world to immediately make efforts to stop and contain the spread of COVID-19 (Djalante et al., 2020; Herliandry, Enjelina, & Kuswanto, 2020; Sohrabi et al., 2020). Since its spread to Indonesia, the Indonesian government has tried to suppress the spread of Covid-19 by carrying out physical restrictions or physical distancing. This has an impact on various aspects of social, economic, cultural, and even educational life. The Indonesian Ministry of Education issued a Circular Letter of the Minister of Education and Culture No. 4 of 2020 concerning the Implementation of Policies and Education in an Emergency Period for the Spread of Corona Virus Disease (Covid-19) by replacing the learning process in schools and universities by using an online system and implementing a Work From Policy policy Home (WFH) (Dewi, 2020; Maulana & Hamidi, 2020; Robandi & Mudjiran, 2020). Based on the circular, the learning system changed drastically from face-to-face/offline meetings to online/network learning.



The use of Piksi Ganesha E-Learning has been going on for 10 months since the official implementation of online learning in March 2020 at Piksi Ganesha. During this period, Piksi Ganesha E-Learning was the only official Piksi Ganesha Platform to carry out online learning. To use Piksi Ganesha E-Learning on an ongoing basis, it is necessary to conduct evaluations and research related to the effectiveness of online learning with the Piksi Ganesha E-learning platform. This departs from several facts in the field which show that online learning does not necessarily provide good effectiveness in learning.

Implementing online learning, students cannot witness directly the tutors who should be used as examples to practice effectively (Sayıner & Ergönül, 2021; Shetu et al., 2021; Upadhyay & Wadkin, 2021). Based on this, it is deemed necessary to conduct research related to the use of the Piksi Ganesha's e-learning platform during the Covid-19 pandemic in the physical education program. This is an effort to evaluate the implementation of learning to determine decisions for implementing learning in the future.

METHODOLOGY

This study uses a quantitative descriptive research approach with a survey research design. The subjects of this study were all students of the Medical Record Study program, totalling 100 students. This research was conducted in several stages, namely (1) developing a questionnaire instrument for the implementation of online learning with Piksi Ganesha E-Learning, (2) converting questionnaire items into Google Form, (3) Distribute the instrument in the form of a Google Form link to the research subject through the study program's official social media and class whats app group, (4) Data analysis. Data collection in this study used an online learning questionnaire instrument using Piksi Ganesha E-Learning. The questionnaire used consists of four indicators, namely (1) student concentration in online learning with Piksi Ganesha E-Learning, (2) student understanding of learning materials (3) student motivation in online learning, (4) student learning outcomes in online learning. The four indicators are described into four questions consisting of agree and disagree questions.

RESULT AND DISCUSSION

Based on questionnaire instrument, it showed that mostly Piksi Ganesha E-Learning has positive contribution for learning.

1. Student concentration in online learning with Piksi Ganesha E-Learning.

Question	Agree	Disagree
<i>Do you have good concentration in learning with Piksi EL?</i>	72%	28%



2. Student understanding of learning materials

Question	Agree	Disagree
<i>Do you understand with English materials in Piksi EL?</i>	88%	12%

3. Student motivation in online learning

Question	Agree	Disagree
<i>Are you excited with Piksi EL for studying English?</i>	88%	12%

4. Student learning outcomes in online learning

Question	Agree	Disagree
<i>Should Piksi improve the quality and capacity of Piksi EL?</i>	97%	3%

Based on the result of data analysis, online learning in Piksi Ganesha in pandemic Covid-19 is considered effective. It showed in question number 1-3. The students described that EL in Piksi Ganesha quite useful and help them to learn, especially in English subject. In accordance with the results of data analysis, of the 100 students who were the research subjects, 97% of students had agree outcomes for institution to improve the quality of online learning platform.

CONCLUSION

The results of this study indicate that learning using e-learning in Piksi Ganesha platform is able to improve concentration, understanding, and student motivation in the very high classification. The existence of concentration, understanding, and high motivation towards learning that is held directly has an impact on high learning outcomes. Based on all these data, it can be concluded that the use of Piksi Ganesha E-Learning as a learning medium during the covid-19 pandemic in the Medical Record Study program is quite effective.



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