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### THE CHARACTERISTICS OF LEARNING BY COVID-19 PANDEMIC IN HKBP NOMMENSEN UNIVERSITY OF PEMATANG SIANTAR

*Berlian Romanus Turnip<sup>1</sup>, Jumaria Sirait<sup>2</sup>*

<sup>1</sup>Universitas Simalungun, Indonesia.

<sup>2</sup>Universitas HKBP Nommensen Pematangsiantar, Indonesia.

<sup>1</sup>[berlianturnip@gmail.com](mailto:berlianturnip@gmail.com), <sup>2</sup>[jumariasirait@gmail.com](mailto:jumariasirait@gmail.com)

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#### ABSTRACT

The objective of the study was to find out a description of (1) the implementation of learning in during Covid-19 pandemic; (2) application of learning that have been implemented during the Covid-19 pandemic; and (3) the obstacles faced by lecturers and students in the learning process during the Covid-19 pandemic. This research is based on a descriptive-qualitative research. Research methods for obtaining data and information in revealing the focus of research are interviews, observation, and documentation. The data obtained were analyzed through Norman K. Denkin's triangulation to make it easier for researchers to interpret interrelated phenomena from different perspectives and perspectives, in order to obtain a complete understanding of the focus of the research problem. The results of the study is : (1) The implementation of learning during the Covid-19 pandemic was online and face-to-face by zoom. (2) Learning applications that have been implemented during the Covid-19 pandemic are generally Google Classroom, WA group, Zoom, and SPADA. (3) The obstacles faced by lecturers in online learning are very limited quality and quantity of meetings with students, unstable internet networks, more wasteful internet data packages, lecturers being chased to learn new applications, systemized activities in applications, disrupted learning activities because it is contaminated with busyness at home time discipline has decreased and cannot be accounted for, work from home (WFH) makes campus assignments less than optimal, disturbed learning psychology, miss the campus and students, and miss learning in class. The constraints faced by students are limited internet packages, unstable internet networks, learning new applications which are somewhat complicated, communication time with lecturers is very limited, inner contact with lecturers is very minimal, lecture assignments are very much,

longing campus and real class, miss lecturers and classmates, learning together is more fun, reading books is minimal, more internet access, increasing psychological conflicts at home, and carrying cellphones everywhere.

## INTRODUCTION

Since March 2020, teaching and learning at schools have come to a new reality that both teachers and students should be able to utilize any model of online learning due to the outbreak of Coronavirus Disease (Covid-19). This pandemic does not select any specific victims. Anyone, from different age, gender, social life, country or ethnic, can be infected. This situation has hardly pushed the government to establish rules related to stay at home, work from home, and learn from home. This policy is expected to reduce the spread of Covid-19. In order to achieve the goals of online teaching methods in this situation, Google Classroom is implemented through the daily life of teaching methods. Google Classroom is a free web service in internet which is creating by Google Company for schools that aims to simplify distributing, creating and grading assignments in a paperless way. The goal of the Google Classroom service is to streamline the process of sharing teaching files or assignments between teachers and students. It is as a new approach to encounter the needs of creativity, simplicity and technology in teaching learning. Google Classroom combines Google drive for assignments creation and distribution such as Google Docs, Sheet and Slides for writing, Gmail for communication and Google Calendar for scheduling. Students can be invited to join a class through a private code, or automatically imported from a school domain.

The impact of the covid-19 pandemic has been global and is an actual issue because it is very devastating for human life, especially the fear of facing death due to Covid-19. The world's struggle against Covid-19 has cut the chain of freedom towards the outside world, accommodated health protocols, narrowed job mobility, and many other activities have been constrained. With regard to education, closed campuses / schools are directed to learn from home so that learning is carried out and it is hoped that it does not decline. Furthermore, in response to the mandate of the Republic of Indonesia Minister of Education and Culture Regulation No.3 of 2020 concerning SNPT, learning must be carried out and program evaluation (planning), process (implementation), and the end of learning (outcome) can also be carried out. To find out the description of learning, especially the world of UHKBPNP campus, this research was conducted.

The results of this study to know the real picture of the implementation of learning during the Covid-19 pandemic, as well as helping academic managers to evaluate the learning implemented by lecturers, so that the quality of learning is maintained and students are not neglected. The urgency of this research is carried out in accordance with the needs of online learning, because the researcher assumes that through the results of the research, data will be revealed as a solution to the problem described in the background of the problem. The results of this study can also be used as a reference by the university education manager in formulating further strategic policies to overcome the difficulties of implementing learning due to the

Covid-19 pandemic disaster. In addition, the results of this study become input for local and central government stakeholders to determine the need for implementing learning at the regional level during the Covid-19 pandemic, so that in establishing strategic policies related to the development of learning in the territory of the Republic of Indonesia it is relevant to community needs and developments. science and technology.

## **REVIEW OF RELATED LITERATURE**

### ***A Brief History of the Covid-19 Pandemic***

The first case of covid-19 occurred in Wuhan (China) and the first Covid-19 was reported in Indonesia on March 2, 2020, totaling two cases. Data as of March 31, 2020 shows that there are 1,528 confirmed cases and 136 deaths. Indonesia is ranked 10th in the mortality rate for Covid-19, namely 8.9%, this figure is the highest in Southeast Asia. A month after the first case, on March 31, 2020, the central government issued a Public Health Emergency status decision. This status refers to Law no. 6 of 2018 concerning Health Quarantine. It was at this time that schools including campuses began to implement work from home (WFH) as a form of PSBB. Likewise FKIP-UHKBPNP implemented WFH through an official decree from the UHKBPNP Chancellor.

The concept of the PSBB has actually been implemented since March 16, 2020, when the President formulated a policy of working from home, studying from home, and worshipping at home. This is stated in article 59 paragraph (3) regarding the time for teaching and learning activities at school, the recommendation to work from home and worship at home applies to all parts of Indonesia. However, to make PSBB effective, in PP No. 21 of 2020 concerning PSBB in the context of accelerating the handling of covid-19, it is stated that PSBB can be carried out by the regional government after obtaining the approval of the Minister who administers government affairs in the health sector. Through the Minister of Health Regulation (PMK) No. 9 of 2020, the flow of PSBB submission will be regulated.

### ***Characteristics of Learning Due to the Covid Pandemic 19***

The word characteristic refers to a special feature or thing that is contained in an object. This word is formed from the character morphological process. Etymologically, Wynne in Mulyasa (2011: 3) suggests that the character comes from Greek which means to mark and focuses on how to apply the values of goodness in real actions or everyday behavior. Furthermore, W.J.S Poerwadarminta (1986: 445) wrote that character is character; character; psychiatric, morality or character that distinguishes a person from others. Thus, character is the totality of personal characteristics inherent and identifiable in individual behavior that is unique, but can be identified and generally becomes a general characteristic that becomes the stereotype of community groups and nations. The characteristics referred to in this study are the characteristics of learning that can generally be

observed based on their application in the learning process during the Covid-19 pandemic. The world of higher education is also inseparable from the Covid-19 pandemic, therefore various new breakthroughs have been taken, especially alternative learning models that can be used during the Covid-19 pandemic, with the aim of linking and matching learning models with student needs and lecturers in the current learning process. Thus, HKBP Nommensen University is proactive and sensitive in reading the needs of students and lecturers in the learning process to anticipate situations that continue to develop and change so rapidly along with developments in science and technology and solutions to global problems that occur. In line with the needs of the learning process, a needs analysis of online learning itself is required. Through needs analysis it is hoped that it will provide a clear picture of what, how, when, where, and who are the parties involved in the learning process. So, the management will find it easier to plan, formulate, implement, and evaluate the characteristics of online learning models applied by lecturers.

Both offline (offline) and online (online) learning activities must be directed towards realizing the goals of national education, namely developing the potential of students to become human beings who believe and fear God Almighty; have noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Law on National Education System No. 20 of 2003). Therefore, the management of education at each level of education, from the lowest to the highest must be ensured in accordance with applicable regulations. During the Covid-19 Pandemic, of course educators, both teachers and lecturers, were faced with a learning situation that changed suddenly, from face-to-face, now having to remotely use an online system. This sudden situation certainly forces teachers and lecturers to innovate in managing their learning.

NOAA (2012) states: a needs assessment is a systematic investigation of an audience (s) to identify aspects of individual knowledge, skills, interests, attitude and / or abilities relevant to a particular issue, organizational goals, or objectives. That is, needs assessment is a systematic investigation of a group of people to identify various things about their knowledge, skills, interests, attitudes and / or abilities related to certain issues and organizational goals or targets. Based on this definition, it can be understood that in the needs assessment there is an effort to find and find important things about the knowledge, skills, interests, attitudes, and / or abilities of people in an organization that are related to certain issues and organizational goals or targets. McCawley (2009: 3) also states that A need assessment is a systematic approach to study the state of knowledge, ability, interest, or attitude of a defined audience or group involving in particular subject. A need assessment also provides a method to learn what has already been done and what gaps in learning remain. Furthermore, Kaufman (1979: 8) states that the gap between what has been and what has not been achieved is called "need": "need" is a gap between current outcomes or outputs and desired (or required) outcome or output.

Based on the three opinions above, needs assessment is a process of collecting data about what a person or an organization needs at this time to be used as a reference in planning certain programs to achieve goals and targets in the future. Related to this, McCawley said that a comprehensive needs assessment study could help identify actual problems and irregularities in the field, including in the world of education. And through the needs assessment, the educators will get 3 important things, namely (1) helping to verify and describe the current situation; (2) explain how a program can meet needs; and (3) describe the desired impact through implementing a program.

## RESEARCH METHODOLOGY

This research is based on a descriptive-qualitative research paradigm because the focus to be revealed is phenomenal, namely a description of the current implementation of online learning. This phenomenon will be investigated and revealed in depth by the researcher based on the participant's point of view, social and institutional context in the field, not based on the viewer's view. The three main methods or techniques used by researchers to obtain data and information in revealing the focus of this research are interviews, observation, and documentation. Interviews were conducted with lecturers and students, observations were made in the campus, and documentation of written documents, archives, photos and the like thought was relevant to the focus of this research. Researchers conducted research over a period of 4 months. Researchers observed the online learning model carried out by lecturers and students during the Covid-19 Pandemic.

Triangulation of data analysis according to Norman K. Denkin's view, the use of various methods and different sources to obtain data about the phenomenon under study. Methods and sources of data collection through interviews; observation; survey; and archival documentation, written documents, official records, personal writings, pictures or photographs relevant to the focus of this research. Research data obtained through different methods and sources are categorized and grouped in order to make it easier for researchers to interpret interrelated phenomena from different viewpoints and perspectives, so that a complete understanding of the research focus is being revealed by the researcher. Furthermore, the meaning obtained through the results of in-depth analysis of the research data is used as a reference in concluding the research results.

## RESULT

Several online learning applications are needed by lecturers and students in the current learning process as a solution to learning from home (distance) so that learning can be carried out and learning objectives are achieved.

### *Google Classroom*

On May 6, 2014, Google Classroom was officially announced to help technical learning online. And in 2015 Google announced a Class API and a button for

sharing websites that could be used in online learning. In March 2020, as the beginning of the WFH of University as a result of the Covid-19 pandemic, Google Classroom became the choice in online learning. The initial concept of Google Classroom was intended only for some members of the Google G Suite For Education program, but it has penetrated when the world of education is gripped by Covid-19, the presence of Google Classroom is very important. Google Classroom is a learning tool because of its very fast development in providing features for learning activities in class, making it easier for students and lecturers to interact with assignments according to the learning topic. Students can submit assignments that are hosted by student Google Drive for assignment files and assessed by their lecturers.



### ***WA Group***

Budi Utomo in the Tagar.id site for Indonesia, May 23, 2019, stated: in a simple way, WhatsApp is an application for sending messages, images, sounds, and even videos for smartphones to message recipients. WhatsApp was founded by Brian Acton and Jan Koum, as an employee of Yahoo, on February 24, 2009. After going through a period of enduring patience, finally WhatsApp officially entered the App Store area in November 2009. Likewise in online learning the lecturers and students created a WA group of courses for sending lecture messages, even lecture material in the form of pictures, sound and video. WA group can be integrated with Google Classroom.



### ***Zoom Meeting***

According to Forbes records, zoom was founded by Eric Yuan, one of the richest people in 178 rich newcomers who came from 20 countries. Zoom applications are very widely used during WFH because of the Covid-19 pandemic. Initially zoom was used among workers to conduct online meetings, but recently developed for the education community due to the impact of WFH, besides its practicality as a video communication, with a cloud platform that is easily accessible and can be used by all mobile devices, desktops, telephones, and rooms. system (quoted from the zoom website). Regarding the learning process and important meetings at univerty in the COVID-19 pandemic situation, the zoom application is the best and effective choice. Lecturers and students can take advantage of the free zoom alternately to carry out limited face-to-face learning.



### ***SPADA (Online Learning System)***

Currently university uses SPADA (Online Learning System) using Moodle Software. Moodle software is modified as best as possible, so that it can be used as a source of learning media that is integrated into the University Academic Information System (SIKAD). SPADA is a means of distance learning that is flexible and distributed. SPADA is owned and managed by the University Academic Section. SPADA has main services, namely open materials, open

courses and online courses. These services can be accessed and used by anyone as needed. These services are available online (online) and can be used offline (offline). The SPADA services offered can be made through the Learning Management System (LMS). One of the many LMS used by universities, even PT SPADA Indonesia organizers and partners is Moodle.



**Figure** of Integration Model of SIAKAD Application with SPADA

The benefit of SPADA is that the server can be in a university, department, study program, but the server can also be anywhere in the world. The server can be accessed by lecturers and students from anywhere as long as there is an Internet connection. At a minimum, CMS provides a tool for lecturers in creating a lecture website and provides access control, so that only registered students can access teaching materials. In addition to access control, CMS is equipped with various supporting facilities that make lectures more effective. These facilities include file upload facilities and sharing of teaching materials for parallel classes, online discussion and chat, quizzes and surveys, assignment collection and correction, and grade recording. The uniqueness Moodle has three features namely: open source, social constrictivism, and community support.

## CONCLUSION

Based on the research results it was found the implementation of learning at HKBP Nommensen University during the Covid-19 pandemic is online and face-to-face by zoom. Learning applications that have been implemented during the Covid-19 pandemic are generally Google Classroom, WA group, Zoom, and SPADA. In general, the obstacles faced by lecturers in online learning are very limited quality and quantity of meetings with students, unstable internet networks, more wasteful internet data packages, lecturers are being chased to learn new applications, systemized activities in applications, learning activities disturbed due to being contaminated with busyness at home, decreased time discipline and less accountable, work from home (WFH) makes campus assignments less than optimal, disturbed learning psychology, missed campus and students, and missed learning in class. In general, the obstacles faced by students in online learning are limited internet packages, unstable internet networks, learning new applications that are somewhat complicated, communication time with lecturers is very limited,

inner contact with lecturers is very minimal, lecture assignments very much, miss campus and real classes, miss lecturers and classmates, learning together is more fun, reading books is minimal, more internet access, increasing psychological conflicts at home, and carrying cellphones everywhere.

## ABOUT THE AUTHORS

**Berlian Romanus Turnip** is a lecturer at the Faculty of Teacher Training and Education, Universitas Simalungun, Indonesia. He has published a few books and article in the field of applied Linguistics, Education, and language teaching. His research interest includes Sociolinguistics, Literature, Pragmatics and Semantics. He can be contacted through phone: (+62)85360580166 or email: [berlianturnip@gmail.com](mailto:berlianturnip@gmail.com)

**Jumaria Sirait** is a lecturer at the Faculty of Teacher Training and Education, Universitas HKBP Nommensen Pematangsiantar, Indonesia. She has published a few books and article in the field of education, language teaching, management, curriculum development, and writing. Her research interest includes Sociolinguistics, Education and Management. She can be contacted through phone: (+62)81269114500 or email: [jumariasirait@gmail.com](mailto:jumariasirait@gmail.com)

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