

## PERCEPTIONS OF ONLINE LECTURES FOR NEW STUDENTS AT UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA

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### Abstract

Online learning makes a difference to education in Indonesia. Learning, which usually takes place in classrooms, is now happening online. For new students, lecturing on campus is something new because they have just joined Higher Education. However, they also have not experienced face-to-face learning but are forced to do it online. This study aims to determine the views of new students towards online lectures. Researchers view this as very important to do to determine the activity of lectures and the level of student satisfaction in attending lectures and to eliminate the desire of students to stop attending. This study used a cross sectional survey method with a measuring instrument in the form of a questionnaire distributed via google form. The subjects in this study were 254 new elementary school teacher education students. The research results reveal that; 1) 87.8% of students attend lectures using internet data packages, and 11% of students use wifi; 2) The applications used during the covid-19 epidemic were through university e-learning totaling 232 students, Zoom 191 students, Google Meet 166 students, Whatsapp Group 151 students, Google Classroom 57 students and Microsoft Teams 9 students; 3) new students did not understand the material provided during the online lecture by 48.8%, 45.7% had enough to understand, 4.3% did not understand and very much understood 1.2%. Students enjoy lecturing online, but they hope that lectures will be conducted face-to-face, this is because they have not felt the climate of lecturing at the university since joining UMSU. The results of this study can be used as a basis for improving the implementation of online lectures and academic services in the Elementary School Teacher Education.

**Keywords:** *Perceptions, Online lectures, New Students*

### Introduction

The Covid-19 epidemic brings a new color to the implementation of education in Indonesia. Lectures that are usually conducted in classrooms have now entered the world of technology as a whole, known as online lectures. Online lectures allow humans to interact beyond the boundaries of time and space (Kumi-Yeboah et al. 2020). Online lectures force students to master various applications to support lectures, including Whatsapp, Zoom, Google Meet, Google Classroom, Microsoft Teams, Skype and Learning Management System (LMS) e-learning owned by each university. The online lecture policy is carried out as a form

of support for government regulations related to large-scale social restrictions to limit certain activities in an area suspected of being infected with the Covid-19 virus to prevent the spread of the virus. (Pemerintah Republik Indonesia 2020) which was then continued by (Kementerian Kesehatan Republik Indonesia 2020).

For students who have been in college for more than one year, online lectures are common because they have passed them in the previous semester. online lecturing has been widely used in a mixed lecturing approach to support face-to-face learning and mediate student interaction and involvement in online classes. (Sandi

Ferdiansyah, Supiastutik 2020). However, it cannot be avoided that student participation in taking online lectures is different from face-to-face lectures that experience setbacks, the same are the case with what was said. (Reinholz et al. 2020) that student participation moves down significantly during online learning but can be overcome by new teaching strategies that can increase participation. Lecturers who do not understand the technology and the development of student understanding will choose to use e-learning to produce lectures that are not reflective. In contrast to lecturers who understand the technology and focus on student development, they will choose courses by collaborating between e-learning and virtual meetings. (Blundell, Castañeda, and Lee 2020).

If a new student experiences a non-reflective lecture, it is feared that it will cause student boredom in attending the lecture. So there must be an effort made by lecturers and stakeholders in higher education to develop online lectures with the various strategies needed. They have never felt this way at the previous level.

To prevent this, it is deemed necessary to do this research to know the implementation of online lectures experienced by students in the higher education environment.

## Methodology

This research method used a cross-sectional survey design (Lowenthal and Moore 2020) to answer the questions formulated in the implementation of this research, namely, how are new students' views in taking online lectures in a college environment ?. To find out this, the

researcher asked several questions that were more detailed and related to the formulation of the questions above, including the quality of the internet network where students are located, the applications used during lectures, the teaching materials presented, and their hopes for the implementation of future lectures. This needs to be known to improve the implementation of the next online lecture and because the internet is a determining factor in online lectures' success. The subjects in this study were new students of the primary school teacher education study program with 254 students. The new students involved in this study were divided into 15 male students and 239 female students. The researcher informed the students through the Whatsapp group to determine students' willingness to fill out the questionnaire provided for data collection. The data in this study were obtained through an instrument in the form of a questionnaire sent via a google form. Before that, the researcher had conducted a zoom meeting with each class leader to cooperate and invite classmates to fill out the questionnaire that was submitted honestly. Researchers also did not forget to convey the purpose of researching to know the desired intentions.

## Findings and Discussion

This research resulted in several findings, including 1) internet network quality; 2) online lecture application; 3) the teaching materials presented; and 4) Lecture Expectations in the Next Semester

### Internet Network Quality

The internet network is a major determinant of the success of online lectures. Good network quality can produce good understanding for students, but on the other

hand, bad network quality will even make things confusing for students during lectures.

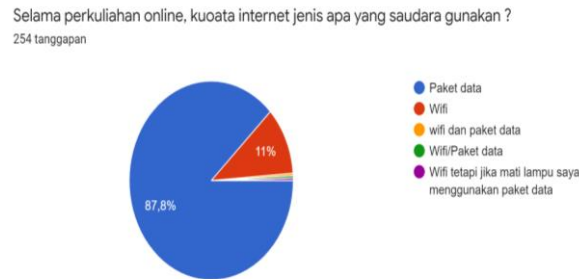


Diagram 1.1. Internet quota used to support online lectures

Starting from the question about internet packages, the students answered that they generally used data packages found on their respective smartphones. The student answers were 87.8%, and wifi was 11%. Students reveal that the lecture constraints that often occur during online lectures are when power is cut around their house. It will impact the quality of the network that appears and even loses the internet network.

### Online lecture applications that are often used

Online lectures conducted in the Primary School Teacher Education Study Program are carried out through several applications that support lectures. Lecture applications that are often used can be seen in the following diagram:

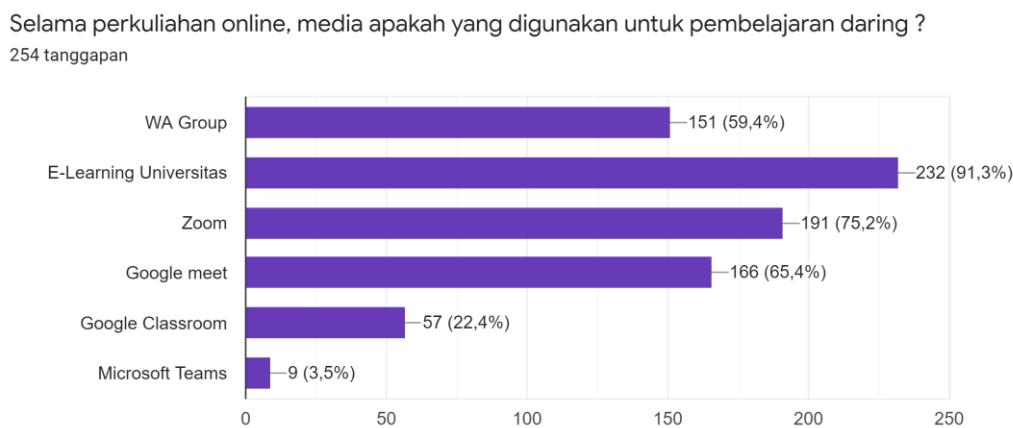


Diagram 1.2. The application used during online lectures

Based on the diagram above, information is obtained that students answering online lectures so far through university e-learning are 232 students, Zoom 191 students, Google Meet 166 students, Whatsapp Group 151 students, Google Classroom 57 students and Microsoft Teams 9 students. Students added

that the duration of e-learning is often used because it is a means of storing e-modules carried out by lecturers, discussion forums, filling out the attendance list and submitting assignments. Zoom applications, google meet and Microsoft Teams are used to communicate virtual meetings between

lecturers and students if they want to explain material or discussion or presentation of group assignments. Meanwhile, Whatsapp is used as a means of information to implement lectures to be carried out. Google classroom is relatively rarely used due to its function, which is almost the same as university e-learning, so that lecturers often prefer to use university e-learning and be a leadership direction.

In the next question, students consider lectures using e-learning to be the most effective because, in this application, all lecture activities can occur except for virtual meetings. New students consider the use of e-learning to save money in buying internet packages. New students have not received the internet package provided by the Ministry of Education and Culture of the Republic of Indonesia. A total of 135 (53.1) students spent Rp. 50,000 - Rp. One hundred

thousand for one month to buy a data package, 69 students (27.2%) earn Rp. 100,000 - Rp. 200,000, then 33 students (13%) spent > Rp. 200,000 for one month.

### The quality of the teaching materials presented

Teaching materials are learning tools that need to be prepared by a lecturer before entering the classroom. Without being equipped with teaching materials, a lecturer will look less professional. Teaching materials are also the main things that can move students' abstract thoughts towards concrete thinking. Students assessed the lecturer's quality of teaching materials in carrying out online lectures with sufficient quality at 65.4%, 23.2% of very high quality, and 11% less quality. No student considered the lecturer teaching materials, not of high quality.

Bagaimanakan kualitas bahan ajar yang disajikan dalam perkuiahan online ?  
254 tanggapan

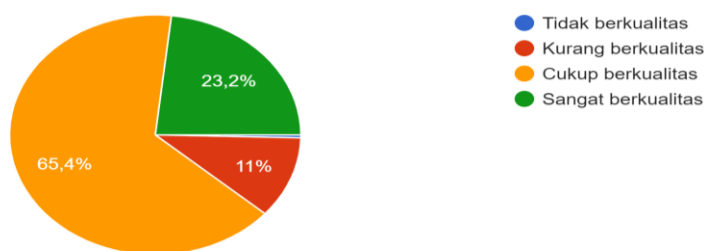


Diagram 1.3. Quality of Online Lecture Teaching Materials

Referring to the above, students also said that they were less interested in attending online lectures. From the questionnaire posed related to these questions, students who chose to be quite

interested were 52.4%, 37.4% less interested, 6.3% very interested and 3.9% completely uninterested, so this impacted students' understanding. during the online lecture presented in the following diagram.

Apakah perkuliahan online dapat memberikan saudara pemahaman terhadap materi yang disajikan ?  
254 tanggapan

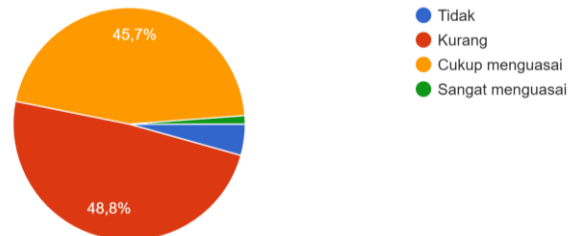


Diagram 1.4. Understanding of the Material During Online Lectures

Based on the diagram above, something is surprising that new students do not understand the material provided during online lectures at 48.8%, understand enough 45.7%, do not understand 4.3% and very understand 1.2%. This is certainly not good news in the world of education at the tertiary level. It is feared that this will significantly impact their career development as prospective teachers in elementary schools (SD).

### Lecture Expectations in the Next Semester

Students conveyed various things regarding their hopes for the next semester's lectures. Overall, students have a desire for face-to-face lectures. Following are the hopes conveyed by the new students.

*Semoga perkuliahan berikutnya tidak daring agar mahasiswa sekalian dapat memahami Materi-materi di berbagai matkul yang ada*

*Harapan sangat, kita dapat melaksanakan pembelajaran secara tatap muka di kampus*

*Harapan saya, jika kondisi memungkinkan saya sangat berharap bisa berkuliah tatap muka agar lebih fokus dalam menguasai materi dan lebih jelas.*

*Harapan saya semoga perkuliahan pada semester selanjutnya bisa lebih baik dari yg semester*

*sebelumnya dan saya lebih bisa menguasai pelajaran*

Students want pre-lectures to be done face-to-face, but some students provide a more detailed explanation of why face-to-face lectures should be carried out.

*Harapan saya sebagai mahasiswa untuk semester berikutnya pembelajaran dilakukan secara tatap muka, karena hal itu sangat efektif dalam pembelajaran. Jika pembelajaran dilakukan secara online banyak kendala yang harus dihadapi. Yang paling sulit adalah ketika kendala jaringan dan menggunakan media zoom karena sangat banyak menguras data.*

*Harapan saya semester 2 nanti perkuliahan dilaksanakan dengan tatap muka, karena kami yang baru masuk belum pernah sama sekali melihat dosen dan teman teman kami. Kami juga belum pernah merasakan kuliah dengan tatap muka, dan kami juga sulit menerima perkuliahan secara daring.*

*Harapan saya di semester berikutnya kita semua bisa belajar secara offline agar terlaksananya perkuliahan yang lebih baik lagi dengan tatap muka dengan dosen dengan teman teman*

### CONCLUSION

The success of lectures is determined by the quality of a good internet network in the environment where students live. Most new students want face-to-face lectures to

stimulate their understanding of the lecturer's material in each lecture. Online lectures are very appropriate, but it is necessary to combine them with face-to-face lectures, which are expected to provide a new atmosphere and good academic understanding for new students. New students need to be immediately given face-to-face lectures to understand learning in higher education truly.

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