



Online Learning in University: Pros and Cons of Study

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Abstract: The purpose of this study was to determine the advantages and disadvantages of implementing online learning in the Economics Education study program. The research method used is a qualitative case study. Economics Education students and teachers were used as informants in this study. Data was collected using an online questionnaire (google-form), observation, and documents. Data analysis was carried out through three stages, namely data reduction, data presentation, and drawing conclusions. The research findings show that the disadvantages of online learning at Halu Oleo University outweigh the benefits. Several factors were found that both hindered and supported the success of online learning, including social factors from peers and parents, the completeness of technology learning tools, as well as the physical and psychological readiness of students and parents. So, it can be concluded that universities must pay attention to and prepare for all online learning needs. The results of this study have implications for lecturers that online learning has complex challenges and must know the needs, online learning facilities, readiness of human resources, and digital competence of teachers and students.

Keywords: cons, education, online learning, pros

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INTRODUCTION

The implementation of education today cannot be separated from technological developments, changing times, and demands for higher quality resources, requiring higher education institutions to be able to facilitate teaching and learning activities that can meet current global needs (Chuang et al., 2020). Students from school to university levels are significantly impacted by the new digital modes of teaching and learning being used (Daniel, 2020; Maity et al., 2020; Sutton, 2021). Currently, students are natives of using technology, students can even more quickly understand various advances in technological applications (Szymkowiak et al., 2021). Information and Communication Technology is becoming an important tool for teaching because it improves student performance and motivation. For this reason, many educational programs have started to include it as a foundation (Sánchez-García et al., 2013). Thus, it can be understood that technology plays a very large role and makes changes to any conditions related to changes in human life. So, every educational institution must prepare all technological facilities that can meet current and future teaching and learning needs.

However, online learning in tertiary institutions has been carried out for a long time, such as at Halu Oleo Kendari University (UHO) before the Covid-19 pandemic outbreak broke out. However, the implementation of online learning has not been maximized and the procedures used do not have standard regulations. Online learning experiences also provide students with a unique repertoire of skills and mindsets that influence characteristics, learner-centered principles, and tools for engaging learning in online environments (Conceição, 2021). Therefore, Universitas Halu Oleo Kendari immediately made a policy for regulating online learning through government policies regarding the COVID-19 pandemic. However, the results of the effectiveness of online learning are not comprehensively known. However, the results of the effectiveness of online learning are not thoroughly known. This requires in-depth scientific study so that the effectiveness of online learning has a better positive impact on achieving learning objectives.

In addition, tertiary institutions must also be able to provide technological facilities, service systems, and the readiness of human resources as part of implementing online learning. The technical problems that often arise are the teacher's technical skills and teaching style (Coman et al., 2020; Hamdani et al., 2020). This means that educators must be able to create a learning environment that provides comfort to students (Adijaya & Santosa, 2018). This aims to improve student learning achievement during online learning activities (Shinta, 2015). In the online learning system, schools and teaching staff must be able to understand the supporting factors and obstacles in terms of quality and quantity (Iskandar et al., 2020). Other studies have concluded that instructor quality, course design, prompt feedback, and student expectations have a positive impact on student satisfaction and student performance (Gopal et al., 2021).

Therefore, this study presents a different concept from previous studies. This research was conducted as a form of evaluation of online learning through the perspective of lecturers and students, which focused on the pros and cons. However, this analysis of the pros and cons is specific to the needs of the economics

education study program. Thus, the results of the data review can be a necessity to improve the quality of online learning. Meanwhile, the level of urgency for this research is based on the urgency of the need to evaluate a comprehensive online learning system, which does not only originate from evaluating quality assurance units in tertiary institutions. Educators and students are one of the benchmarks in the online learning system because students and educators assess experiences from various constraints and strengths. So that the results of this study can become part of the supporting data for improving the quality of online learning.

So, the purpose of this research is to get the advantages and disadvantages of implementing online learning in the Economics Education study program. This analysis of strengths and weaknesses is taken from the perspective of students and educators. So, the research results are expected to contribute to the university because the results of this research are taken from the perspective of students as the main actors in implementing online learning. This is an attractive offer that is different from previous studies. Moreover, every student in college has different characteristics and family backgrounds. This means that this situation also affects the implementation of online learning. Thus, the results of this study can be a positive contributor to the quality of implementing online learning and achieving the quality of graduates in tertiary institutions.

METHODS

The research approach uses a qualitative case study type. This approach is used to examine more deeply related to supporting and inhibiting factors during online learning activities during the Covid-19 pandemic, especially at Halu Oleo Kendari University which has used digital technology to access online learning. This type of research is an established research design that is widely used in various disciplines, especially the social sciences (Crowe et al., 2011). The informants in this study consisted of Economics Education students and teachers who were taken using the Purposive Sampling technique. The number of students is 100 (F=55 and M=45) and lecturers (n=20). Research activities were carried out during the 2021-2022 academic year period at Halu Oleo Kendari University.

The technique of collecting data uses 1) an online questionnaire (google-form) which is distributed in WhatsApp groups of students and teachers, 2) observations made directly by researchers through observing learning activities, 3) documents taken from the results of the learning evaluation for the 2021 academic year. 2022 of 20 lecturers, and 4) interviews were taken with teachers and students to emphasize the questionnaire data. Questionnaire questions are closed so that students and lecturers only determine their answer choices according to the answer choices provided.

The questionnaire indicators to determine the pros and cons of online learning through the perceptions of students and lecturers include 1) student characteristics, 2) internal motivation, 3) lecturers characteristics, 4) quality of institutions and services, 5) quality of infrastructure and systems, 5) quality of learning and information, and 7) online learning environment (Yudiawan et al., 2021). The choice answer used the Likert scale. Data analysis was carried out using (Miles et al., 2014) analysis technique consisting of data reduction, data presentation, and conclusion drawing. Data reduction includes data collection activities according to the needs of the research problem. Data presentation includes data categorization and data analysis activities. While concluding is done to determine the main conclusions from the results of data analysis.

RESULT AND DISCUSSION

The result of the data analysis is presented in the following graph;

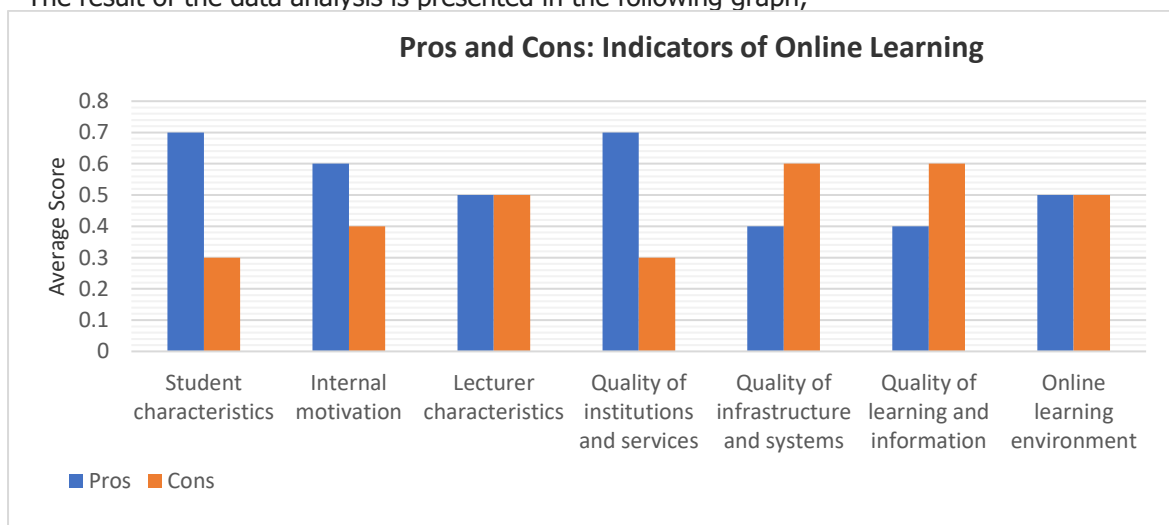


Figure 1. Pros and cons of implementing online learning from students' perceptions

The results of processing questionnaire data from students indicate that student characteristics, internal motivation, service quality, and higher education are advantages in the implementation of online learning. Figure 1 shows the diversity of student characteristics, and the quality of institutions and services has an average of 0.7. For students' internal motivation, it is considered quite good with an average value of 0.6. Meanwhile, the cons of online learning activities are the quality of infrastructure and systems, and the quality of learning with information with an average value of 0.4. In the indicator of the characteristics of lecturers and the online learning environment, the advantages and disadvantages are balanced with an average value of 0.5.

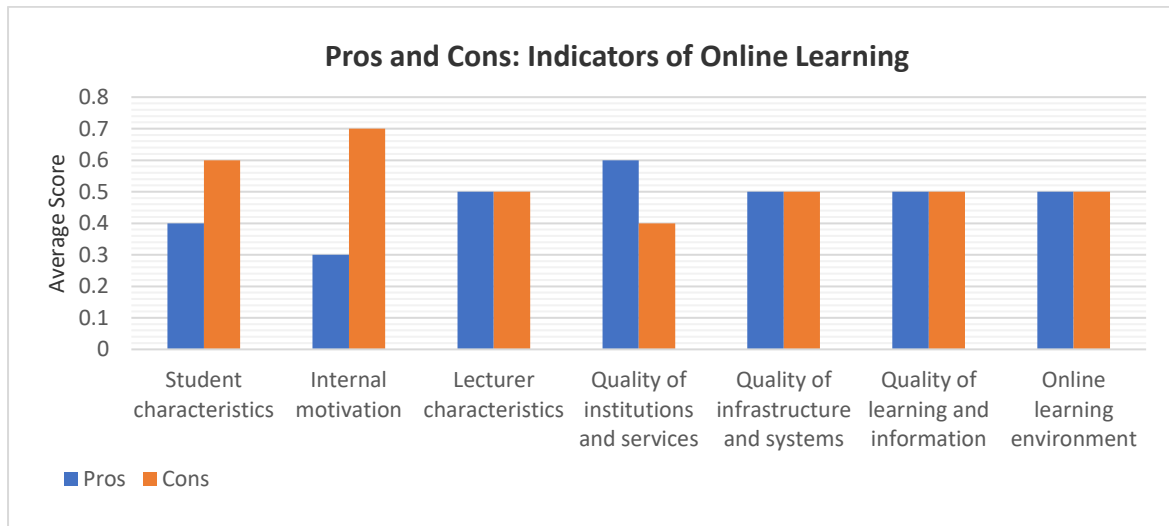


Figure 2. Pros and cons of implementing online learning from teachers' perceptions

Figure 2 described the lecturer's perspective, it shows that the obstacles encountered during online learning activities are more than the advantages. The condition of quality of institutional and service readiness was very good when online learning activities were carried out during the Covid-19 pandemic. While the cons aspect shows that student factors need to be considered. Whereas in the lecturer factor, infrastructure and system readiness, teaching and learning quality, access to information, and the online learning environment both from the aspect of lecturers and students still have a balanced level of strengths and obstacles.

From the data, the findings between the perspectives of teachers and students are different. Lecturers consider that there are many obstacles compared to students. So, many factors need to be considered by lecturers to improve student learning outcomes and levels of satisfaction in online classes (Adedoyin & Soykan, 2020; Baber, 2020; Guest et al., 2018; Wang, 2022). On more in-depth observation of learning activities and document data, there are several findings related to the advantages of online learning as a form of supporting online learning activities. The findings are social factors from teachers' peers and parents. They are the main supporters of the implementation of online activities. Both moral and psychological support as well as the attention given by parents (Haller & Novita, 2021; Kong, 2018), teachers, and peers contribute a lot to students (Khusniyah, 2020; Rahayu & Wirza, 2020; Windiarti et al., 2019), so that even amid the saturation of the implementation of online learning, students can still undergo online learning consistently (Bali & Liu, 2018; Tamrin & Basri, 2020). Another factor found is the completeness of learning tools. During the implementation of online learning, the completeness of learning tools in the form of laptops, gadgets, internet quota, and writing instruments as well as places to access online learning have been fulfilled even in fairly good conditions. However, the operational constraint faced is the internet network which is different in each region. This means that the university, parents, lecturers, and peers are the main supporters of the success of the online learning system.

Meanwhile, the cons of implementing online learning are more numerous than the pros. This is based on the views of the lecturers, because they as the driving force of learning activities have greater challenges in carrying out online learning (Atmojo & Nugroho, 2020; Liguori & Winkler, 2020; Nartiningrum & Nugroho, 2020; Rosalina et al., 2020; Yuzulia, 2021). From the data, the findings show that the inhibiting factors as weaknesses (cons) of the implementation of online learning include physical, social and psychological conditions (Irawan et al., 2020; Tian et al., 2011). Notes from in-depth interviews with teachers and students show that physical conditions that hinder are tired eyes, often sleepy, difficulty resting, headaches, and body aches. These physical complaints are a logical consequence of excessive use of gadgets/mobile phones. So, system quality, course design, student-student interaction, student-instructor interaction, learner-content interaction, and self-

discipline have a positive effect on satisfaction and learning outcomes (Su & Guo, 2021).

In addition to physical complaints, students also experience psychological complaints. The most commonly experienced psychological complaint is boredom and wanting everything to end. These psychological complaints arise as a result of boredom with online learning (Suyadi & Selvi, 2022). Teachers must implement various strategies to improve their relationship with a teacher and make the learning environment more effective (Raza et al., 2020). This has an impact on the low commitment of students to the sustainability of online learning. In addition, environmental factors, weather, time and place of study at home influence the level of calm and conducive level of learning atmosphere. Students admit that the weather conditions where they access online learning greatly affect the stability of the internet network. Poor network stability due to uneven internet connection and bad weather are obstacles that are quite burdensome for students and interfere with student activity and involvement in implementing online learning. The problem of broadband connectivity in rural areas is a challenge for students to take advantage of online learning initiatives (Muthuprasad et al., 2021; Adijaya & Santosa, 2018). Among the most frequently mentioned limitations of online education by teachers is the anonymity of students, the complexity of preparing course materials, and cheating on exams and tests. There are also several advantages that online education offers, such as time savings, modern ways of teaching that are more effective, creative, and flexible, and lecture recordings (Blahušíková et al., 2021).

In online learning, an internet connection is a main and vital thing. Therefore, its instability certainly has a big impact on the implementation of learning. In addition to weather conditions and places, environmental conditions were recognized by students as cons. This is due to the noise created by students' homes while accessing online learning. The learning environment carried out at home is of course very different from the learning environment carried out in the classroom. The absence of limits on formality and active control from lecturers in the home learning environment for students certainly greatly hinders the implementation of online learning. Additionally, the adoption of web-based learning environments uncovers new roles for teachers and students and new approaches to designing online courses (Hoyos, 2014). Educational institutions must prepare infrastructure that is by the readiness for online learning needs (Giatman et al., 2020; Harasim, 2017). So, among the limitations of online education that are most frequently mentioned by teachers are the anonymity of students, the complexity of preparing study materials, and cheating during exams and tests. There are also several advantages that online education offers, such as time-saving, modern teaching methods that are more effective, creative, and flexible, and recording lectures (Blahušíková et al., 2021). So, online learning provides many more complex challenges compared to offline learning (Dhawan, 2020). This affects the level of satisfaction and dissatisfaction for students (Shah et al., 2021). Therefore, the findings of the advantages and disadvantages of this study are very useful for educators as a reference for determining the success of online learning through student satisfaction (Alqurashi, 2019). So, resources, staff readiness, confidence, student accessibility, and motivation play an important role in ICT-integrated learning (Deng & Tavares, 2013; Watson et al., 2017; Ali, 2020; Aguilera-Hermida, 2020; Yudiawan et al., 2021). These findings also illustrate the concept of online learning with an integrated model. The integrated Multimodal Model for Online Education is provided based on pedagogical objectives (Cifuentes, 2021). This finding has implications for understanding the concept of online learning, namely the readiness of human resources, technological devices, and internet network readiness, as well as curriculum design that must be able to fulfill online learning activities. It gave the implication for the lecturer that online learning has a complex challenge and they have to know the needs, and facilities of online learning, human resource readiness, and teacher and students' digital competence.

CONCLUSION

The results of the study concluded that the obstacles to online learning at Halu Oleo Kendari University were more than the advantages. Some of the finding factors that become obstacles or support for the success of online learning are social factors from peers teachers and parents, completeness of technological devices for learning, physical and psychological readiness of students, parents, and teachers, internet network, environment factors, weather, time and place of study at home and campus. The results of this study have several recommendations, namely 1) for the leadership of Halu University, Oleo Kendari, it is suggested that they be able to provide policies related to optimizing and facilitating the implementation of online learning by considering the supporting and inhibiting factors of students in implementing online learning. 2) Lecturers are advised to make efforts to improve and develop teaching methods in online learning to increase the success of implementing student learning. 3) Economics Education Students are advised to increase their concentration and active involvement in online learning and to become independent and innovative learners. 4) For future researchers, it is suggested that they not only discuss the implementation of online learning but also broaden the scope of the implementation of learning by participating in discussing the planning and evaluation of online learning as well as the effectiveness of implementing online learning.

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