Challenges of Studying Management During Covid-19: A Student Perspective

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Abstract

The global pandemic of COVID-19 has caught many organizations changed the way organizations conduct their activities. Universities are learning organizations delivering knowledge to students. In a matter of days, the learning activities were changed into online mode after a brief announcement by the national government declaring a state of disaster in Indonesia. Online platforms in universities are common as most universities already conduct some form of online learning. But this time it was different. The pandemic has caused a barrier in a form of social distance, online. This study tries to answer the following questions: what are the students' perception of online learning in management programs? What challenges do the students face in online learning during COVID19, and what are the solutions for those challenges? Descriptive survey method was conducted on a sample of management students at several universities in Bandung. Questionnaires were distributed through an online platform with a snowball sampling technique. The results of this study indicate that students are not ready to follow the online learning system. Limited facilities, level of understanding, difficulty interacting with lecturers or fellow students, miscommunication due to misperceptions, unsupportive online learning environment, and technical problems become obstacles in online learning. Students prefer face-to-face learning over online learning. In essence, they are easier to grasp the material presented. In the teaching materials dimensions, respondents gave a negative response to all indicators, where the biggest negative 92% response was on the online college environment indicator.Then on the learning interaction dimension, the biggest negative response is 86% about online learning interactions with fellow students Furthermore, in the learning environment dimension, 94% of respondents stated th at they prefer face-to-face learning which provides convenience in solving problems

Keywords: **COVID-19, Management Courses, Online-Learning, Students Perspective, Challanges**

INTRODUCTION

Pandemic COVID19 occurred in the beginning of 2020, changing lives and affecting the 217 million people living in the world's largest archipelago nation, Indonesia. Coronavirus Disease 2019 (Covid-19) impact on increasing the number of victims, expanding the scope of the area affected by the disaster, as well as having implications for broad socio-economic aspects in Indonesia. In addition, the World Health Organization (WHO) has declared Covid-19 as a Global Pandemic on March 11, 2020. For this reason, President Joko Widodo (Jokowi) established Presidential Decree (Keppres) No. 12 of 2020 and all measures must be taken into place to mitigate this disaster.

The measures taken by the national and provincial also city leaders are social distancing, work from home/stay at home orders and regional lockdown. This impacted the way the people conduct their daily activities, including people in the education sector. The Ministry of Education and Culture has asked the Work from Home (WFH) system, all services of higher education institutions be carried out online. The lecturers and education personnel carry out work from home (WFH) assignments, and students carry out learning from home (Study from Home/SFH).

During the Covid-19 infection pandemic, the leadership of the tertiary institution must really monitor that lecturers and education personnel carry out work from home (WFH) assignments, and students carry out learning from home. In carrying out SFH, students

complained they are given too many tasks, Midterm Exams (UTS) and trial exams were conducted online or through other facilities that are conducted from home. Although many universities in Bandung already have an online learning platform, it has never been used to full capacity and always paired with traditional classroom meetings.

The sudden change in learning platform using full online learning made lecturers and students need time to adopt this new mode. Not all teaching materials have been uploaded to the online platform. This study explored the initial period of the stay home policy, where students did the online learning. The research objective is to find out the students' perceptions on online learning activities, challenges the students face in online learning during COVID19, and solutions for those challenges. Previous studies regarding students' perceptions in online learning were carried out during normal conditions, and only very few studies were carried out when pandemic disasters occurred regarding online learning and student perceptions, it is hoped that what is presented in this article can be useful for policy makers, especially those related to learning in University.

RESEARCH METHODS

The research employed the qualitative research method, where primary and secondary data were collected during the month of March 2020. Primary data was collected through survey online method, while secondary data is in the form of desk study of journals and documents of government policy on COVID-19 pandemic. The population and samples are students from several universities in Bandung that have the study program management, such as Universitas Pendidikan Indonesia, Universities Telkom and Universitas INABA Bandung. Purposive sampling method and snowballing techniques, respondents were taken. Students must be active students and take online courses during this semester about 217 respondents were collected using questionnaires with open and closed ended questions distributed online. Lecturers were also probed using questionnaires on the online learning process to have their view on their experience with students during covid-19, where about 217 students gave their views. The variables measured in this study were online learning with the dimensions of teaching materials dimensions, learning interaction dimensions, and learning environment dimensions.

RESULTS AND DISCUSSION

Study Result
Students and academic staff in March 2020 were suddenly ordered to stay home and the university was closed due to the government declaring the national disaster for Covid-19. This meant that physical distancing and stay at home measures were enforced and impacted the classes at all universities in Indonesia especially in Bandung City. From an offline class moving to an online platform has not been an easy move. Lecturers and students both need time to adjust and learn about the online platform already available in their universities. Open-Closed ended questions were circulated to students, where the key dimensions of the questionnaire are: teaching materials, learning interactions, and learning environments.

Table 1 Overall Perception of Students towards E-Learning

	Responses	N(%)	Mean	Std. Deviation	Std.Error Mean	p-value
Teaching Materials Dimensions						
1.The online college environment makes me more eager to learn.	Positive	8%	3,2857	,98668	,06698	0.000
	Negative	92%				
2. Online lectures are easy to follow.	Positive	36%	2,8065	1,07555	,07301	0.000
	Negative	64%				
3. Expressing the problems faced in lectures to lecturers is more convenient through online than face to face	Positive	17%	2,4516	1,15418	,07835	0.000
	Negative	83%				
Learning Interaction Dimensions						
4. Interaction with lecturers is more familiar through online / online lectures	Positive	25%	3,6682	1,12240	,07619	0.000
	Negative	75%				
5. Miscommunication between lecturers and students is more common in online lectures.	Positive	40%	2,5023	1,02796	,06978	0.000
	Negative	60%				
Online lectures make it easier for me to interact with fellow students	Positive	14%	2,4562	1,09678	,07445	0.000
	Negative	86%				
Interaction with fellow students is easier to get acquainted with online lectures	Positive	15%	3,6682	1,06743	,07246	0.000
	Negative	85%				
Miscommunication among students is more common in online lectures, such as making papers.	Positive	43%	2,0046	,90522	,06145	0.000
	Negative	57%				
Learning Environment Dimensions						
The online college environment makes me more eager to learn	Positive	8%	2,2350	,97898	,06646	0.000
	Negative	92%				
The online college environment makes students more confident in discussions	Positive	19%	2,6359	1,05462	,07159	0.000
	Negative	81%				
I prefer the learning environment to online lectures than face to face	Positive	6%	2,0323	1,01099	,06863	0.000
	Negative	94%				
The learning environment in online lectures makes it easier for me to overcome the learning problems I face	Positive	6%	2,2442	,91807	,06232	0.000
	Negative	94%				
It makes no difference to my learning environment in online and face-to-face lectures.	Positive	8%	2,1060	1,01508	,06891	0.000
	Negative	92%				

Source: Processed data 2020

The online learning process makes the material provided more difficult to understand. In this case 92% of students gave a negative response to the ease of understanding the material through online lectures. The difficulty of understanding this material causes students to have many problems. So that online lectures are not easy enough for most students to follow, it can be seen from the answers that 64% of students responded negatively to this statement. Online lectures are more difficult for students to follow because of the low frequency of meeting face to face with lecturers. The delivery of learning problems in online lectures was considered by 83% of students as not providing comfort. Students assess the study consultation will be more easily resolved in face-to-face lectures. Online lectures are deemed not interactive, because they depend on the time, frequency of meetings, and the nature of the message being delivered (Eastmont, 1995).

About 75% of students consider that communication patterns with lecturers do not become more familiar in online lectures because students will feel closer to their lecturers when they often interact face-to-face. Face-to-face lectures are considered to be able to provide real-time responses when students have difficulty understanding the material. The lecture technique is also considered to be more flexible, so that interaction is more established through face-to-face lectures (Swan, et.al 2000). The interaction between lecturers and students often experiences miscommunication. As many as 60% of students agree that online lectures provide a higher chance of miscommunication than face-to-face lectures. Miscommunication can include assignment instructions or responses to student problems. Miscommunication can occur because there may be differences in perceptions or understanding of something. Not to mention the technical problems that slow down the delivery of information to students. However, a student-lecturer interaction is equally important in both online and face-to-face lectures (Picciano, 1998).

Apart from interactions with lecturers, interaction among students was also considered difficult by 86% of students. Limited media facilities can be the trigger. If in face-to-face lectures all students will freely interact in response to material, in online lectures they cannot discuss quickly so this condition reduces students' enthusiasm for learning. Student familiarity reflects interactive communication patterns in a learning forum. However, the findings of this study, 85% of students considered that through online learning media, intimacy became more difficult to establish. The face-to-face interaction factor is the cause. Relations between students are important, considering the lecture process requires a lot of discussion. Interaction among students is an important factor in the success of online courses (Swan, et.al, 2000). The online lecture process is also considered by 57% of students to be more at risk of causing miscommunication between fellow students, that each student has different reasoning powers and often requires the role of other participants to discuss. In addition, online learning time is very limited, so students only have a little time to express their understanding.

The online learning environment was seen by 92% of students as less motivating. The majority of these students disagree if their enthusiasm for learning increases during online lectures. As is known, the learning environment includes a place to study, a learning atmosphere, and outside influences on students. In this case, because lectures are held at home (due to the Covid19 pandemic) it can indirectly increase boredom and lead to unfavorable online lecture processes. As many as 81% of students felt that the online lecture environment did not provide a level of confidence. Students are more confident because they do not involve themselves directly or face-to-face interactions with their lecturers, which some students often do not have the courage to express their problems to the lecturers.

Discussion

Online learning is the strategy taken to ensure classes continue to run in the midst of the Covid-19 pandemic, is considered not to meet the needs of students. Students complained that

online lectures currently being implemented were "online assignments" concept. This view emerged based on online lecture systems that have not been able to balance the concept of face-to-face in class to face-to-face in online media. Another factor that hinders the online lecture process is the minimal interaction between users (lecturers and students). This limitation is influenced by technological means that may not be sufficient. The learning environment which is the driving factor for increasing student motivation is not formed, so online learning is not conducive. All of these factors lead to student dissatisfaction with the online learning system. In addition to online lecture that are highly dependent on technological media (including mobile devices and signals), online lectures are also limited by technical rules that make it more difficult for students. As a result, the goals set are likely to be more difficult to achieve.

The problems that arise in online lectures, make most students (94%) state that they prefer face-to-face lectures to online lectures. Currently students are not ready for e-learning (Abbasi, et.al.2020). Students perceive the material provided through online lectures to be more difficult to understand and the interaction patterns with lecturers or fellow students are very limited. Students are not satisfied with online learning and face-to-face lecture interactions are more conducive than online (Kearsley, 2000). The learning problems faced are also not easy to solve in online lectures, as many as 94% stated that online lectures did not facilitate them in overcoming their problems. They consider the problem difficult to solve due to limited time and contact / interaction with lecturers and fellow students.

Regarding the learning environment, as many as 92% of students disagree if online lectures are considered the same as face-to-face lectures. In this case students assess the output of online and face-to-face lectures will have differences in the level of understanding of the material. In the process, it is clear that there are differences that in face-to-face lectures students are more aggressive / respond to the material provided. So that online learning participants feel that face-to-face meetings are easier to understand (Becker and Dwyer, 2008).

CONCLUSION

The Covid19 pandemic has a great impact in education, especially in higher learning institutions all over the world. The higher education institutions must implement the learning activities for students during this hard period in time. Online learning became the solution for institution to operate the educational activities and mitigate covid19 disaster. Not all institutions have applied online learning practices before the pandemic, several institutions implement online learning as a complementary role in higher education. During the pandemic online learning is conducted as the main tool for teaching and learning, thus many lecturers and students face difficulties in tis implementation. The study on 217 student respondents found that students are not ready to take part in the online learning system, limited facilities, level of understanding, difficulty interacting with lecturers or fellow students, miscommunication due to misperceptions, unsupportive online learning environments, and technical problems are obstacles in online learning. Students prefer face-to-face learning to online learning. In essence, they find it easier to capture the material presented. In the teaching materials dimensions, respondents gave a negative response to all indicators, where the biggest negative 92% response was on the online college environment indicator.Then on the learning interaction dimension, the biggest negative response is 86% about online learning interactions with fellow students Furthermore, in the learning environment dimension, 94% of respondents stated th at they prefer face-to-face learning which provides convenience in solving problems.

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