Online Lectures During the COVID-19 Pandemic : Conceptual Analysis

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Abstract---This study discusses online lectures qualitatively during the COVID-19 pandemic in Indonesia. Discussing the SWOT analysis method by examining all aspects related to the implementation of online lectures in tertiary institutions following the author's experience as a lecturer. The studies and discussions carried out in this research are still basic research in nature which still require more in-depth study in the future. This study discusses the opportunities, strengths, weaknesses, and threats of online lectures during the COVID-19 pandemic that hit the world, including Indonesia.
Keywords---covid-19 pandemic, online lectures, opportunities, strengths, weaknesses.

Introduction

The COVID-19 pandemic requires, even forces, various changes in human life. COVID-19 can change the side of human life, both young and old, weak-strong, poor-rich, timid-brave, under-elite, rural-urban residents, and developing-developing citizens. They all drastically changed sides of life and behavior due to COVID-19. Maybe

even war is not able to change drastically like what we are experiencing during the current pandemic. The problem faced by education today is that the learning process to prepare superior human resources must continue sustainably, but the teaching and learning process with physically close face to face must be avoided.

On the one hand, the teaching and learning process must run because education is the key to achieving success and the path for the progress of a nation. The learning process must not stop. People who stop learning will become owners of the past, while those who continue to learn will become owners of the future. Education for young people is a way to show belonging to the future. Our education must walk the path forward amid any difficulty. On the other hand, lecturers and students cannot meet physically close to each other, but the interaction of the teaching and learning process must take place amid the COVID-19 pandemic (Vaishya et al., 2020; Tosepu et al., 2020; Muhammad et al., 2020). The question that needs to be answered is how can education run even though it cannot interact physically closely, especially in postgraduate education in the COVID-19 pandemic?

Method

This problem needs to be answered carefully with valid data, especially from those (students) who have experienced the online teaching and learning process, which lasted almost one semester. The data obtained came from students to find out the strengths, opportunities, weaknesses, and threats of virtual education online by applying the SWOT analysis approach. The method applied is a qualitative paradigm with an interactive model through the interaction of four stages, namely data collection, data condensation, data display, and conclusion/verification.

Discussion

Strength

The power of Online Virtual Education is felt in its flexibility, both in the context of place, time, and atmosphere, so that it can save a lot of energy, time, and even money. As a result of the efficiency of time and space created due to the socialization of online virtual education, this makes students or other learners able to break through limits in increasing knowledge because they can attend more seminars and lectures from any campus, or in other words, the implementation of education becomes more practical and efficient (Sihite, 2018). This online virtual education can train students to be better at managing their time and more able to learn independently. Another advantage that is felt is that online virtual education is very contextual because it can run in any condition such as the COVID-19 pandemic situation.

The effect of this online virtual education makes students and lecturers competitive and able to compete with human resources from abroad. Ramanta & Widayanti (2020), argue that virtual education online can train students to be more responsible, creative, disciplined, and independent. Firyal (2020), states that online learning can overcome students' boredom and provide new experiences and pleasant feelings. Sadikin & Hamidah (2020), state that online learning makes students learn more independently and increases student motivation, this is because it is easier for lecturers and students to interact in virtual classes that can be accessed flexibly. Furthermore, Syarifudin (2020), in his research concluded that the quality of education in Indonesia can be improved through online learning, this is because students become more independent so that they can form active learning. Kurachman (2020), argues that online learning provides many advantages even though these advantages focus more on learning support factors, namely effectiveness and flexibility.

Opportunity

The era of the COVID-19 pandemic has had a lot of impacts, especially in the field of education which is known as online virtual education. This online virtual education can provide opportunities such as *First*, the opening of the implementation of online education on an international scale. The use of technology that is available around us, when balanced with discussion and guidance, will become a tool for developing higher-order thinking skills. These technological developments make it easier to use the internet to access learning materials, interact with content, instructors, and other students; and get support during the learning process, to acquire knowledge, to construct personal meanings, and to grow from the learning experience (Garraway-Lashley, 2014).

Second, the opening of educational consultations and online seminars on a wider scale. There are so many benefits that will be obtained from the application of e-learning, including: Facilitating and increasing interaction time between students and learning materials and interactions between students and lecturers and among students. Students can continue to study even if they are not physically present in class. Learning activities are very flexible

because they can be adjusted to the time availability of students so that learning interactions occur from anywhere and anytime (Muzid & Munir, 2005). For example, there are agencies, institutions, and organizations that organize free virtual webinars, education consultations obtained through application media (ruangguru, etc.).

Third, the creation of graduates as superior human resources as demanded by the 4.0 Industrial Revolution. International standard school graduates are expected to master key global abilities so that they can compete and be equal with their peers from developed countries (Supardan, 2017). The era of globalization demands superior human competitiveness in developing a global perspective through international standard education, so that students have knowledge, attitudes, and readiness skills to participate in various fields of life. They are expected to be able to place themselves and interpret them in contributing to the present and future (Diaz & Cartnal, 1999).

Fourth, opening up wide opportunities for students to study while working. Students take advantage of flexible study time by joining internship programs in various institutions or usually many startups open virtually. In addition, students can also build a business that is run online. Studying while working to take advantage of leisure time has an impact on students themselves. The positive impact of studying while working is that by working part-time, students gain new knowledge and experiences that they don't get from lecturing activities (Kadarisman, 2016).

Fifth, opening up opportunities for people in remote villages to study without migrating to cities. Online learning can be used as a distance learning solution when a natural disaster occurs. As happens when the government sets a social distancing policy. Social distancing is implemented by the government to limit human interaction and prevent people from crowding to avoid the spread of the COVID-19 virus. This policy makes teaching and learning activities in a face-to-face context temporarily suspended. The government replaces learning with an online learning system through existing online learning applications (Syarifudin, 2020).

Sixth, students have the opportunity to make choices both at home and abroad with various choices of study fields independently through online education. Students can choose fields of study and take care of Education administration more practically and efficiently online without having to come to the campus location.

Seventh, the opportunity to open online classes, study programs, faculties, or colleges with an unlimited number of students following the concept of independent learning and independent campus. Following the policies of the Ministry of Education and Culture, the independent campus itself aims to create a learning culture that is innovative, non-restrictive, and following the needs of each university. The Independent Campus Policy is set to facilitate the establishment of new study programs for state universities and private universities with A and B accreditation through several provisions. Previously, the authority to open a new study program was only held by PTN-BH. The licensing process for the opening of a new study program for PTS and PTN non-BH takes a longer time. This has hampered the process of adjusting higher education to today's industrial conditions. For this reason, the government has established this Merdeka Campus program so that universities can keep up with the flow of change and progress that links and matches the needs of job opportunities (Kemdikbud, 2020).

Eighth, the opportunity for students to take several disciplines in a multidisciplinary manner in different universities. Students can participate in various learning activities at different locations because of the flexible time and distance.

Weakness

Weaknesses of Online Virtual Education include not all educational materials that can be done online such as practical activities, this condition is strengthened by not all lecturers and students who are familiar with the online system, especially the transition generation (Zhang et al., 2007; Beall, 2008; Yo & Supartha, 2019). In addition, it is less intensive, because some lecturers only provide material without a clearer description. There are limited facilities and infrastructure that support online virtual lectures such as the instability of the internet network and limited costs to buy internet quota because of increasing use and power outages resulting in constrained wifi usage and HP batteries cannot be charged, so that knowledge of lecture materials is not fully conveyed perfectly and there is limited time in asking and discussing. Novita & Hutasuhut (2020), reveal that there are one of four problems with Online Virtual Education, namely the mastery of technology and applications that have not spread well among Lecturers and Students, as happened especially in the transitional generation so that Lecturers provide material that is unclear and optimal. Firyal (2020), states that technology was created to make it easier for humans but there are obstacles to this technology, this is in line with the condition that the limited facilities and infrastructure on the internet network are inadequate and the signal is not good, so that science cannot be conveyed properly and perfect including the opportunity to discuss learning materials, Firyal's statement further strengthens that the blackout which causes the use of wifi to be constrained and the cellphone cannot be charged has an impact on decreasing the quality of transfer of knowledge from lecturers to students. Research conducted by Ramanta & Widayanti (2020), states that

if students do not understand the material or assignments, they cannot immediately discuss it including practical material that cannot be implemented. Online lectures also have drawbacks, namely the lack of seriousness of students taking part in lectures which can sometimes harm lecturers' assessments, placing them as if they are in an awry position (Pan et al., 2020; Szpunar et al., 2014; Phillips, 2015). Especially in private universities that have classes for employees, lecturers are required to provide the best possible material but students have limitations in receiving the material given. The absence of good interaction between lecturers and students can lead to decreased quality of communication, among others, not greeting each other when meeting outside the campus, and there is an impression that students do not respect lecturers.

Threat

Since the beginning of the COVID-19 Pandemic, many people's lifestyles have changed drastically, even affecting their personal and psychological lives. Work, try, and even study experience enormous changes. Learning that is usually done face-to-face, or is now often called "offline", is stipulated by the government to be carried out "online" or online. With the reason of maintaining health protocols due to the COVID-19 pandemic. Of course, this sudden change leads to several opportunities and cannot be separated from the existing threats (Kaplan & Haenlein, 2010; Stock & Seliger, 2016; Ballou et al., 2000).

Technology is something that is constantly changing. If you do not follow these changes, of course, you will be left behind and will find it difficult to keep up with the times. New learning media and methods have also emerged to complement and assist the learning process, such as Zoom Meetings, Google Classroom, Google Meet, and others. These media make the learning process very profitable on the one hand. As the distance constraint does not exist, the learning process can be done anywhere, even at any time. The variety of methods employed has also increased. However, on the other hand, there are many obstacles faced by students and even teachers. Starting from student participation to the effectiveness of the teaching carried out. Whether the students being taught ultimately meet the desired learning outcomes or not. Whether student access is running smoothly or not. Even to whether the instructor can carry out online learning and good readiness to provide that teaching.

On the other hand, there is a concern that the misuse of materials that already exist in the online learning operating system could pose a threat to teaching in terms of copyright. Students or even teachers who are not ready, both knowledgeably and mentally, can also cause stress. The absorption of the material provided to meet learning outcomes is also a real threat. As stated by Carlsson-Szlezak et al. (2020), if on the knowledge use test and it is assumed that every 10 days of school loss is 1 percent of the standard deviation, then school students in 12 weeks or 60 school days will lose 6% of the standard deviation. Something very terrible if we assume that good education is if it is face-to-face, even research in Sweden conducted by Jonsson et al. (2020), says that attending school will increase the memory capacity of students. In other words, losing face-to-face learning time will affect learning achievement. Psychological or mental health conditions that have been a problem for a long time will also increase. Psychomatic disorders, anxiety, panic, and fear are the main causes of this psychic disorder. These negative suggestions will eventually lead to psychometric disorders (Nurkholis, 2020).

From the teaching point of view, there are certainly not a few threats that occur. Especially for teachers who may have been so comfortable with the circumstances or teaching methods so far. New technologies that are developed or used are also not easy. Some many obstacles or problems hinder the effectiveness of learning with the online method (Pujilestasi, 2020). Teachers are not fully able to master this online technology. And also institutions do not necessarily provide adequate facilities. This includes the internet quota that must be used from both the teacher and student sides. Another real threat is the role of teachers in the future, will it eventually disappear?

Conclusion

- The opening of online educational opportunities internationally is supported by the widespread use of the internet. There is easy access to learning materials and ease of finding and interacting with the learning content needed as well as ease of finding instructors and ease of finding sources of knowledge. Educational consulting activities and webinars can be carried out more intensively and broadly, through the ease of knowing and choosing types of education and webinars, online training that is openly offered in online media, along with the ease of registering and participating in them. Opportunities for improving the quality of human resources according to the demands of Revolusi Industri 4.0 are more widely open, so the quality of human resources and university graduates will increase and following global demands. There are wider opportunities for students to attend lectures while working, with advantages in the form of flexibility in time, energy, and costs, including opportunities for people in remote villages to attend lectures without migrating to cities, even

reaching prospective students from abroad, with some college student without limits and students can take several disciplines in a multidisciplinary manner in different universities.

- Online learning has high flexibility that is not limited to time, place, atmosphere, and cost, which can penetrate the boundaries of time and space. This learning turned out to be able to encourage students to learn to be more independent and responsible. There are several new activities to improve the quality of students in the form of online seminars and workshops with domestic and foreign sources that can be carried out practically and efficiently provided that there is support from learning facilities and infrastructure that are effective and flexible.

- Weaknesses of Online Virtual Education cannot be applied to all types of lecture material, both practical and theoretical, if this process is continued only theoretical courses are still possible, but theory courses that require simulations and examples will have difficulties, considering the limitations of network quality, mastery of technology and applications including limited facilities and infrastructure for online teaching and learning processes. The best proportion that allows this process is 70% for Offline Education and 30% for Online Virtual Education, as adopted in the Teaching and Learning Process (PBM) with the Blended Learning method.

- Online learning as hard shifting during the Pandemic can make mental changes lead to changes in attitudes that are different from students, the worst possibility leads to negative traits, especially in terms of honesty, manners, and also social interactions that reflect individualistic attitudes, as a "formation" of online patterns that have been running for 9 months. On the one hand, this situation was able to introduce technology as a parameter for the Digitalization Era of Era 4.0. It's just that, delays and even the inability to absorb technology transfer to some students and even lecturers can cause delays in the transfer of knowledge. Not to mention the uneven infrastructure and superstructure shocks in all regions. Most fundamental is the potential for mental and psychomotor symptoms as access to learning activities using unmoving online media such as the implementation of offline learning classes. Where will disrupt the dynamics of body patterns, which will lead to symptoms of physical and mental illness? This is the most obvious threat when online learning over a long period is inefficient and ineffective.

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