Students' E-Learning Management at Home During Covid-19 Pandemic

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ARTICLE INFO	ABSTRACT
	The purpose of this study was to obtain e-learning management carried out by students at home during the covid-19 pandemic. This research is qualitative with a survey method. This study offered an in-depth analysis of student management in managing online learning during a pandemic. The learning management process applied by teachers and students has different ways. The participants were 100 students. The data collection process used observation, documents and interviews. The data analysis technique used is l) data reduction, 2) data display; and 3) concluding/verification. The results showed that student learning management during e-learning was not good because they experienced a decrease in the discipline. Some of these findings were delays in submitting assignments, being passive, not opening zoom videos, not utilizing online learning resources, and not preparing and reading materials. However, students still showed motivation to do group assignments and attend online classes. Overall, students are more comfortable studying offline than online. The results of this study have implications for the understanding of teachers to provide motivation during online classes and stimulate students so that online learning activities are like offline

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1. INTRODUCTION

The success of achieving learning objectives is not only determined by the management of the teacher in teaching, teaching strategies, multimedia or materials. Even students are also a very important part of achieving successful learning in the classroom. If the aspect of the teacher is good, but student learning management is not good, then learning activities are difficult to achieve learning objectives. Many factors affect the success of the learning process. Mixed learning design features (quality of technology, online tools and face-to-face support) and student characteristics (attitudes and self-regulation) predict student satisfaction as an outcome. The results showed that several

characteristics/backgrounds of students and design features were significant predictors of student learning outcomes in blended learning (Kintu, Zhu, & Kagambe, 2017).

Moreover, the condition of the covid-19 pandemic, distance learning, blended learning or online learning is not an easy situation for students or teachers. The results of the evaluation of learning for one year from March 2020 to December 2021 at the Education Management study program at a state university in Tulungagung showed that there were many problems encountered in the online learning process, such as technological equipment facilities owned by teachers and students, internet quotas, internet networks. , the level of student motivation, student learning management and decreased academic achievement. This problem is faced by almost all educational institutions at the school to university level. Thus, the problems that arise from students, teachers, and parents of students are accompanied by reasons that match reality during learning at home. Online learning is considered not going well due to a lack of preparation and planning (Atmojo & Nugroho, 2020; Mohamed et al., 2021).

Changing the teaching and learning process during the Covid-19 pandemic is not easy for students and lecturers (Sepulveda-Escobar & Morrison, 2020). As in many countries around the world, as part of the consequences of the COVID-19 pandemic, schools are locked down and adapting learning activities (König et al., 2020; Daniel, 2020). The learning process that switches from face-to-face to online as a transition (Lemay, Bazelais, & Doleck, 2021) poses a different challenge to lecturers (Mali & Lim, 2021), even though distance learning has so far been well known among college students. Some of the challenges that educators face during the COVID-19 pandemic include ignorance of digital platforms, inability to provide prompt feedback, and lack of student motivation and engagement during distance teaching (Nugroho, Nugroho, Haghegh, & Triana, 2021).

However, the current situation requires everyone with all their readiness to carry out online teaching and learning activities through video calls (Wargadinata et al., 2020; Azak et al., 2022). Schoology in blended learning in reading comprehension classes has a positive impact on students' attitudes in improving reading skills (Rojabi & Rojabi, 2021). It means that technology as a website for learning has a positive impact on the class and as an internet resource (Kocoglu, 2010; Mohammadian et al., 2018). Some technology application or smartphone has been the main tool in the learning process (Iyengar, Upadhyaya, Vaishya, & Jain, 2020). This means that during the COVID-19 pandemic, technology and learning concepts must be adopted to achieve learning objectives.

From exposure to previous research, it is known that distance learning or online has big challenges and all kinds of problems, both from the aspect of teachers and students. Thus, to address the research gap is the concept of e-learning management from students' perspective during the covid-19 pandemic. This study offers an in-depth analysis of student management in managing online learning during the pandemic. The learning management process applied by teachers and students has different ways. For teachers, class management is a part that has been prepared before carrying out teaching and learning. As for students, learning management is not an easy and conscious thing to do. Therefore, the urgency of the reason underlying this research is that the student management process affects the implementation of learning at home during the covid-19 pandemic because their learning management is related to their self-regulation of achieving learning goals.

Thus, the purpose of this study was to obtain e-learning management carried out by students at home during the covid-19 pandemic. The results of this study are expected to provide input for teachers to deal with and provide feedback to students during the online learning process. The treatment given must be by the conditions and backgrounds of students so that the learning objectives to be achieved can be by what is expected in the lesson plan.

2.   METHODS

Participants of the study were students in the Management Education program study at University Tulungagung. They are the third and fourth semesters (M= 48 and F=52). This research is a survey study model in qualitative research. It means that the study explored the phenomenon in the

field (Creswell, 2012). Qualitative surveys prioritize the value of qualitative research and take advantage of the potential of qualitative data obtained from the field or events that occur. The data collection process is tailored to the needs and can evolve as the data collection process progresses (Braun, Clarke, Boulton, Davey, & McEvoy, 2021). The process of collecting data used observation, documents and interviews. Observations are made through observations in online classes that are directly related to student attitudes during the online learning process. Documents are taken from learning outcomes and entered students to the teacher at the end of the semester. Meanwhile, interviews were conducted with students during the learning process by filling out the g-form with closed questions because answers were provided between 'yes' and 'no' answers.

The data analysis technique used l) data reduction, 2) data display; and 3) conclusion drawing/verification. Here is the design of the study.
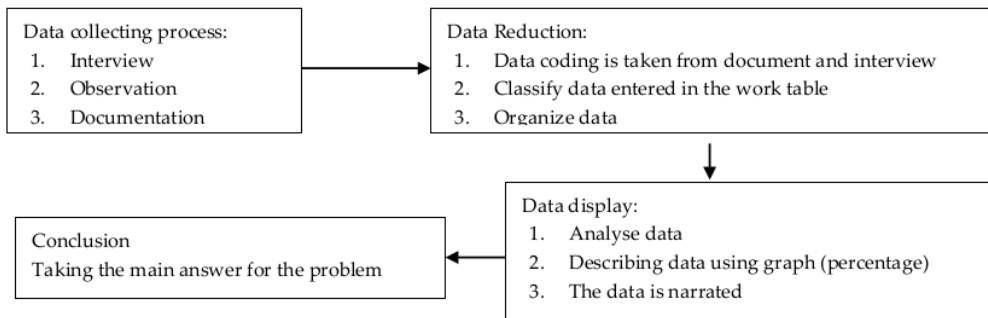
Data collecting process:	Data Reduction:
1. Interview	1. Data coding is taken from document and interview
2. Observation	2. Classify data entered in the work table
3. Documentation	3. Organize data

Conclusion	Data display:
Taking the main answer for the problem	1. Analyse data
	2. Describing data using graph (percentage)
	3. The data is narrated

Figure 1. Steps of data analysis

3. FINDINGS AND DISCUSSION

The results of the interview data concluded that the management of student learning while online is less regular. This can be seen in the following graph.

Graph 1 shows the concept of student e-learning management while studying at home during the covid-19 pandemic. Overall the data found that students experienced a decrease in the level of discipline, motivation and desire to learn. Some of the findings from graph 1 are;

1. Students must always be reminded of the time for submitting assignments. It means that students have less organized and orderly learning management. They do not have a study schedule board. Therefore, teachers must understand the challenges of learning at home for students, especially in managing time to do and submit assignments.
2. Students always take online classes through those held using the zoom
3. Students are often reminded to open the zoom video, but they do not obey it so that the teacher does not know the readiness and seriousness of learning during the zoom. It means that these challenges become important items for teacher teaching management. They must be firm and make rules as a form of agreement that regulates learning management.
4. Students rarely prepare to study because some students sometimes wear casual clothes when studying. It means that the teacher must make points of learning rules during zoom because readiness is a supporting part in carrying out learning activities.
5. Students tend to be passive, waiting for the teacher's instructions, and do not know the discussion of the material because they do not read the material before learning. It means that

teachers must create challenges for students and provide an online assessment system for student activity so that they are more active.

6. Students only use learning resources from teachers and do not use online learning resources properly. It means that the teacher must give assignments to students by using a variety of learning resources. Each assessment point awarded should include the use of learning resources.

7. Students prefer to complete assignments in groups

8. Students are comfortable studying offline.
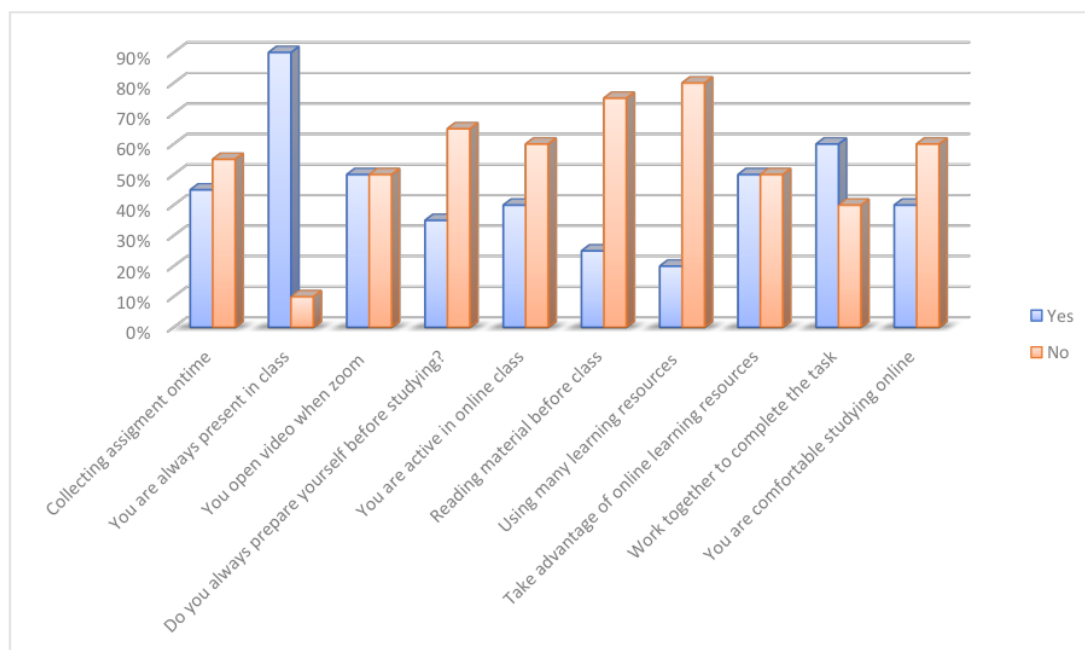
Graph 1. Student E-learning Management

The findings from the interview data are in line with the observation data and analysis of input data from students at the end of the lesson. Students often do not prepare themselves when the zoom activity is carried out, so they close the video. This means that students do not prepare their seriousness in learning. This, of course, has an impact on the decline in discipline and academic achievement. In contrast, one factor that determines the success of online learning is the level of student self-regulated learning. Therefore, understanding the capabilities of SRL is critical to achieving educational success during this pandemic (Sulisworo et al., 2020). The process of interaction that occurs between students and content, teachers or fellow students (Humrickhouse, 2021). From students' perception that e-learning does not provide comfortable interaction. In addition, obstacles in managing student teaching and learning are also related to the need for quotas and internet network disturbances. These conditions have affected the student learning management system. Other researchers also found some weaknesses of online learning, such as student discipline, lack of internet access, and lack of social interaction, common challenges for educational organizations and stakeholders (Hermanto & Srimulyani, 2021). So

online learning platforms should not only provide high-quality educational materials and interaction facilities to their users. But they must also support and assist users in their quest for knowledge to improve teaching and learning management processes (Nawrot & Doucet, 2014).

Even from the document data, learning outcomes for 2 semesters also show a decrease in achievement from the final grades of students in each course. Thus, e-learning poses a huge challenge for teachers, students, and educational institutions. Due to the readiness of facilities and infrastructure, technological devices and the readiness of human resources are very important and must be in line with needs. Moreover, student psychology is the most important part and must be considered. This means that teachers must support and help students to have regular stages of learning management. From the data, the findings indicate that student e-learning management needs to be improved and assisted. They must be able to manage the concept of online learning as well as offline learning activities. Students should apply management principles which include planning, organizing, implementing and controlling during the online learning process (Sanoto & Sanoto, 2021).

However, the results of other studies show that most students agree that online learning platforms can provide some beneficial effects for them. They mentioned that online activities through this platform were easy to follow and challenged them to try to balance their motivation and interests to complete the online learning process. They are comfortable communicating and interacting with classmates and lecturers electronically. In addition, they can also manage study time and self-discipline (Sari & Oktaviani, 2021). Therefore, online learning platforms are considered useful tools to support online learning environments. However, teachers must be able to create an online learning environment with the context of the student's background, technological equipment facilities, a curriculum that regulates the achievement of learning objectives and also the psychological aspects of students.

Moreover, the COVID-19 pandemic has caused various psychological problems such as anxiety, depression, and stress (Zhang et al., 2020). This condition certainly interferes with students and their learning activities during online learning. To balance and direct students' psychology, teachers must also be able to build cooperation with parents so that students have a higher level of learning motivation. The role of parents is a very important aspect of balancing the psychology of students in online learning activities (Novianti & Garzia, 2020). So, from the overall findings, it can be described that e-learning during the covid-19 pandemic is the best way to achieve the goals of providing education with all the challenges that are bigger than offline learning. Although in certain aspects, for some people, online learning cannot provide the desired results. However, e-learning can achieve maximum results if the management of teachers, students, and educational institutions is also ready. Other studies have also shown that the use of Student Management Teams is a relatively new teaching technique designed to increase student motivation and engagement with the planning and implementation of college courses (Troisi, 2015). So, teachers must encourage students to build quality and well-organized learning management (Shodiq & Shodiq, 2019).

4. CONCLUSION

The results of the data analysis concluded that students had poor learning management during e-learning. They experienced a decline in academic aspects, discipline, motivation to learn, and mastery of knowledge. Students tend to wait for instructions from the teacher related to learning activities using zoom. They also do not have the readiness either from appearance or material because they do not read books or materials. Even online learning resources are not used to complete assignments or study.

Students tend to like group assignments compared to individual assignments, and they are often late in submitting assignments. However, students still take online classes, even though they prefer offline classes. From these findings, it can be seen that the management of students during online learning has decreased because their learning management is less organized. At the same time, management is related to activities that must be carried out by students properly so that learning objectives can be achieved. This means that the concept of student learning management during online learning activities during the Covid-19 pandemic must be improved and re-motivated by the teachers.

The results of this study also have implications for all parties involved in the implementation of education, especially for teachers. They can understand the conditions and backgrounds of students during online learning activities in the era of the covid-19 pandemic. During e-learning activities, students must be stimulated more often so that their learning motivation increases and they continue to carry out learning activities interactively and comfortably. In addition, the results of the study suggest teachers build the concept of self-regulation and student learning management during online learning. Thus, the concept of character education development that leads to students can be improved. However, this research is still limited to the study of e-learning management through student perceptions. The next researcher can develop the results of this study through the impact of student learning management at home on achievement and how they support or role of their parents during online learning activities

Conflicts of Interest: no conflict of interest

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