DISCRIMINATION IN ONLINE LEARNING DURING THE COVID-19 PANDEMIC IN INDONESIAN HIGHER EDUCATION

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ABSTRACT

Objective: Discrimination has been significant in the COVID-19 pandemic in online learning in universities, as it affects the availability of technological devices, the training of human resources, student and parent literacy rates and institutional training.

Method: Using a descriptive qualitative approach, this article aims to identify and analyze the causes of forms of discrimination occurring in Indonesian universities during the COVID-19 pandemic. Data were collected through interviews with students, teachers and parents, taking into account their characteristics, situations and particular cultures.

Result: The study shows that differences in the social groups and classes of university students and mothers structured their possibilities to study online in higher education in the COVID-19 pandemic. Differences between social class have consequences on the use of online learning in the COVID-19 pandemic at the level of discrimination. Existing structural differences are an important factor in interpreting the discriminatory reality of online learning in Indonesian higher education.

Conclusion: Three important factors were identified as the cause of this discrimination: limited availability of mobile devices, smartphones, tablets, laptops, signals, data packets and Internet network services; lack of technological literacy among learners and parents hampers the ability to participate; and lack of institutional training to learn online.

Keywords: discrimination, COVID-19 pandemic, online learning, higher education, education quality.

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DISCRIMINAÇÃO NA APRENDIZAGEM ON-LINE DURANTE A PANDEMIA DA COVID-19 NO ENSINO SUPERIOR INDONÉSIO

RESUMO

Objetivo: A discriminação tem sido significativa na pandemia de COVID-19 na aprendizagem em linha nas universidades, uma vez que afeta a disponibilidade de dispositivos tecnológicos, a formação de recursos humanos, as taxas de literacia dos alunos e dos pais e a formação institucional.

Método: Usando uma abordagem qualitativa descritiva, este artigo visa identificar e analisar as causas das formas de discriminação que ocorrem em universidades indonésias durante a pandemia da Covid-19. Os dados foram recolhidos através de entrevistas com estudantes, professores e pais, tendo em conta as suas características, situações e culturas específicas.

Resultado: o estudo mostra que as diferenças nos grupos sociais e nas classes de estudantes universitários e mães estruturaram suas possibilidades de estudar on-line no ensino superior na pandemia da Covid-19. As diferenças entre as classes sociais têm consequências na utilização da aprendizagem em linha na pandemia de COVID-19, a nível da discriminação. As diferenças estruturais existentes são um fator importante na interpretação da realidade discriminatória da aprendizagem em linha no ensino superior indonésio.

Conclusão: Três fatores importantes foram identificados como a causa dessa discriminação: disponibilidade limitada de dispositivos móveis, smartphones, tablets, laptops, sinais, pacotes de dados e serviços de rede da Internet; falta de alfabetização tecnológica entre alunos e pais dificulta a capacidade de participar; e falta de capacitação institucional para aprender on-line.

Palavras-chave: discriminação, pandemia da COVID-19, aprendizagem on-line, ensino superior, qualidade da educação.

1 INTRODUCTION

Studying along the same lines in the COVID-19 pandemic has discriminated against students from the poor economic class. Poor economic class is a term for people of lower level, whose standard of living is relatively low, we know that some Indonesian students have problems accessing technology due to economic limitations (Coal, 2018), the survey found that people have had greater psychological pressure due to the increasing costs associated with online learning (Firman & Rahayu, 2020). COVID-19 has become a multidimensional problem in education, and one of them is mobile devices, such as smartphones, tablets and laptops (Azmi, 2017; Sahu, 2020). This is the irregular telecommunications infrastructure needed for online learning, and the study highlights the difficult work of students seeking network access in remote villages (Karim, 2020) and the difficult access to the online learning services of Google Classroom, Google Meet, Edmodo and Schoology (Enriquez, 2014). Indonesia has established significant social restrictions to limit the spread of COVID-19, the online learning system has proven

inadequate due to students' geographical challenges to obtain stable signals (Harsasi &; Sutawijaya, 2018). Mustofa, 2021, p. 48. Economic factors also aggravated the situation; The poverty rate has grown by 11% and 30 million Indonesians now live below the poverty line (Gudi and Tiwari, 2020). Therefore, online learning has discriminated against people from the economic poor class to achieve an equitable distribution of education (Ninomiya et al., 2021).

So far, in the COVID-19 pandemic, educational studies have been based on three things. First, the study analyzes the psychological impact of COVID-19 on students and educators related to online learning. (Sarıçoban et al., 2019; Shah, 2020). Shah (2020), who argues that online learning has damaged skills in education, has had a devastating impact on students' mental health. Second, the study looks at barriers to efficient online learning, such as home interruptions, unreliable technology, and inappropriate educational learner interaction (Herlina et al., 2021; Sahu, 2020; Setiawan, 2019). Third, we compared the quality of studies before and after implementation. Social and physical distancing policies (Khairiah &; Sirajuddin, 2019; 2020, others; Permatasari et al., 2020; Sahu, 2020; Setiawan, 2019). Permatasari et al. (2020), for example, identified differences in intimacy before and after the implementation of the aforementioned policies, some of these cases of poverty, gender gaps, inequalities in geographical conditions that made it difficult to obtain stable signals in online learning throughout the COVID-19 pandemic (Cornell & Kessi, 2021). However, one study has looked at the discrimination caused by the COVID-19 pandemic in Indonesian higher education, let alone responded to the problem.

To fill the gap, this study analyzes discrimination in online learning during the COVID-19 pandemic, analyzing the structural differences of students in online learning. Therefore, the researcher wanted to answer three research questions. First, how suitable are technological tools to meet the needs of higher education students for online learning? Secondly, what are human resources prepared, as evidenced by the literacy levels of students and parents to study online at university? Third, what are higher education institutions prepared to boost the online learning process? The three questions are discussed in detail in the discussion section.

The basis of this document is that the acceptance of new things, both inside and outside the campus community, has a number of preconditions, such as appropriate technological devices, rapid human resources, and rapid educational institutions. Online

learning through WhatsApp, Telegram, Google Classroom, Google Meet, Edmodo, Schoology, Facebook or Instagram can give a potential path to increase access to education, encouraging large-scale interactive participation and offering opportunities to these unfairly educated and professional development communities (Barger, 2020).

2 LITERATURE REVIEW

2.1 THE EFFECTS OF COVID-19 PANDEMIC

The COVID-19 pandemic is an infectious disease that has taken a lot of life and affected several regions of the world. (Airlangga & Akrim, 2020). COVID-19 was first discovered in Wuhan, Hubei Province, China, in December 2019, and then spread around the world (Pearman et al., 2021). Soehardi & Untari, 2020). By the end of 2020, more than 8 million cases were reported in 100 countries worldwide (Wang et al., 2020). Indonesia is no exception. As Caraka (2020) knows, COVID-19 spread rapidly in Indonesia, following the notification of the first case on 3 March 2020. This is a national disaster affecting all 34 Indonesian provinces. Lack of training and incomplete care system, as well as poorly managed lockdown policies, have traumatized communities from COVID-19. (Abdullah, 2020). With a constant threat of infection (Pradana et al., 2020), human life has changed considerably in the social and educational sectors (Lee & Rose, 2021; Quenzer-Alfred et al., 2021).

Other higher education institutions have implemented online learning programs. However, despite the practical benefits, these virtual classes or online learning still need appropriate technological devices for students and teachers (Mulyani et al., 2021). As a result, Indonesians from the socio-economic poor classes have faced discrimination because they cannot provide a technological device and cannot use an ever-increasing cost of education. (Wilder-Smith and Freedman, 2020). Chaudhary and Dhakale (2021) explained that the ability of online education students to access the Internet has been equipped and that if Internet access is lacking, students cannot obtain adequate quality of online learning outcomes.

2.2 DISCRIMINATION IN ONLINE LEARNING

Learning continues to grow rapidly, with classes involving everything from face-to-face learning to broader, unlimited learning. (Barger, 2020; Bensalem and Al-Zubaidi, 2018). Online learning uses electronic technology (LAN, WAN or Internet) to deliver

content for learning, interaction or guidance (audio, video and web pages) or platforms (video conferencing, Google Meet, Zoom, Cloud Meetings, Siakad, forums and chat applications), (Karim, 2020; Sintema, 2020). Online learning offers a number of benefits, reducing some activities and eliminating the limits of space and time (Barger, 2020). Online learning is seen as a means to improve the quality of education in the COVID-19 pandemic (Seaman et al., 2018). Researchers have analyzed the critical factors that can facilitate a successful application of e-learning (LCR) in higher education and have highlighted that online learning allows to coordinate and communicate different parties (Nursalam, 2016; Fallis, 2013). However, it is undeniable that the COVID-19 pandemic has led to discrimination in online learning. Different technologies and infrastructures are needed, the literacy rate of pupils and parents is not uniform, and educational institutions are not fully prepared (Karim, 2020). Permatasari et al., 2020; Williams et al., 2012).

Online learning makes it possible to create a modern learning environment, but it also discriminates against economically poor students who cannot cover tuition applications in the online learning process. (Gikas & Grant, 2013; Choir and Alkan, 2011; Sahu, 2020; Williams et al., 2012). Williams has explained that online learning is negative with the final grades of online learning students (Williams et al., 2012). Seaman et al., 2018). Ulum and Pamungkas (2020) demonstrate that online education is vulnerable to harassment. In a pandemic situation, online learning is the only useful vision and quality education is difficult to achieve (Setiawa, 2019). Setiawaan and Saputri, 2020), when there are no necessary resources, the curriculum must be redesigned and objective measurements developed (Jamaluddin et al., 2020). Differences in online learning have shaped imbalances between student ability and performance. Online learning has the capacity to protect and legitimize the structural inequalities that occur in the discriminatory regime, starting, in short, from discrimination and difficulties in acquiring skills. (Ulum & Pamungkas, 2020). Therefore, online learning discriminates against the poor class and reproduces poverty. Discrimination is unfair and different treatment from a person or group based on something that includes socioeconomic class (Mubarrak & Kumala, 2020).

2.3 EDUCATION QUALITY

Educational quality, satisfied with the learning outcomes obtained through the products or services provided. The higher the quality obtained, the higher the quality

produced and the inverse (Jannah Akmal, 2020). Quality education is necessary to achieve human improvement (Andreasen et al., 2019), to give the emotional, mental and physical maturity necessary to face the challenges of life (Ketut Bali Sastrawan, 2019) and compete in the global market (Winarsih, 2019). The quality of education can be guaranteed based on learning processes and outcomes, including teaching (Anderson, 2019), learning services, feedback, daily services, comfort, efficiency and classroom efficiency (Alam, 2021).

Effective and effective quality education in the COVID-19 pandemic requires three additional elements: technology (1) to facilitate access to online learning (Fuja Siti Fujiawati, 2020); (2) human resources to ensure a rapid and adequate response (Rohmanu et al., 2020); and (3) institutions that are willing to provide the necessary infrastructure (Tsani et al., 2020), however, these elements are missing. In Indonesia, discrimination has disrupted online learning due to inadequate technology and available human resources, as well as support from educational institutions (Fuja Siti Fujiawati, 2020; Rohmanu et al., 2020; Tsani et al., 2020). A great inequality between the conditions of the Government and the capacity of the stakeholders, many struggle and do not have the necessary costs, and have a quality education, poor infrastructure and regulations, and have dubious political environments, so that students cannot receive good educational services (Yirdaw, 2016), which is detrimental to the emotional intelligence of students (Fauziyah, 2020). Several stakeholders must be involved to ensure that students have the necessary skills to face global competition (Lestari, 2018).

3 METHODOLOGY

The research was conducted between September and October 2020, when COVID-19 spread rapidly and was learned online. It addresses the discrimination of online learning throughout the COVID-19 pandemic, using a qualitative approach. Most of the necessary data were taken through online interviews and the extent of the barriers that students have in the online learning process was shown. Online learning begins, showing the new experiences experienced by the students. They interviewed in detail the students who participated in the research. Questions are asked, both at home and away from home. Most interviews were conducted via WhatsApp (WA). Students are asked to share their experiences in the online learning process. In terms of constraints, interference with technological devices, lack of training of human resources (including literacy rates

of pupils and parents) and limited support from institutions. The selected data also collect the experiences of teachers, students and parents. Learning discrimination requires personal, infrastructural and structural difficulties (Madaan et al., 2023).

Fifteen students, four teachers and three parents (Sumatra, Java and West Nusa Tenggara) collected data in Indonesia. (1) The Bangkulus participants of the Islamic State Institute (IAIN) are Fatmawati Sukarno (UIN) Bengkulu, Maulana Malik Ibrahim State Islamic University (UIN) Malang and 5 participants from the Islamic State University. It responds to the balance of changes in the selection of students. Students are selected taking into account the socioeconomic categories important for the use of online learning. The students of different categories are from four faculties: the Faculty of Tarbiyah and Tadris, the Faculty of Sharia, Ushuluddin, the Faculty of Adab and Da'wah and the Faculty of Islamic Economics and Business. Students of 4 semesters and 6 (six) study the process of participation in the online learning process of the Royal Conference of Work (CNMC), which is suffering unfair treatment to learn online. Like The Cape (2020), it defines discrimination as unfair and unbalanced treatment of a person or group based on something that includes socioeconomic classes (Mubarras and Kumala 2020) and that they cannot meet the demands of educational costs in the online learning process (Gikas and Grant 2013). Choir and Alkan 2011; Sahu 2020; Williams, Birch and Hancock have taken discrimination and achievement of competition (Ulum and Pamungkas 2020) for access difficulties.

Data were obtained through interviews with students. The participants in the study were college students, not very accustomed to online learning, but had not yet participated. In other words, they are interested in online learning, but do not have technological literacy or digitization. Fifteen university students from three higher education institutions were selected for in-depth interviews based on their socioeconomic levels. Students will be able to participate in these conversations, both online and directly, on a voluntary basis. The conference instructions are used to ask open-ended questions on five topics, i.e. to have technological devices; (2) Internet access; (3) contribute to learning; (4) teacher involvement; and (5) provision and support to educational institutions. All this is necessary to learn and solve online.

The interview data is classified by topic, highlighting the data protection challenges of students and parents, including teachers, in the online learning process. The data were classified according to social status and student institution, and the researchers

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were able to analyze the importance of different contexts of experience. The data were analyzed in three stages similar to the theory of Huberman, M., (1990), i.e. data presentation, data description, and data interpretation. First, data on summaries of conversations with pupils, teachers and parents have been presented. Second, the data description shows the patterns, trends, or types of difficulties learners have experienced during online learning. Thirdly, the interpretation is carried out taking into account the individual, social and institutional contexts subjected to the difficulties of the students. The data end from the results of the analysis (Huberman 1990).

4 RESULTS

4.1 READINESS OF TECHNOLOGICAL DEVICES AND NETWORKS IN ONLINE LEARNING

Not all learners may have technological devices in online learning. The inability of these technological devices has occurred in the COVID-19 pandemic against students. Tarbiyah and Tadris Faculty professors explained that "students from the socio-economic poor class have difficulty having technological devices," according to the Sharia Faculty professor, and that "students from the poor economic class cannot count on adequate technology, such as standard smartphones/androites for online learning, tablets, laptops and networked services." A professor at the Faculty of Islamic Economics and Business said that "students living in rural areas far from the Internet cannot follow the online learning process." According to Ushuluddin, a teacher at Adab and Da'wah, "students living in remote villages struggle with electricity from the internet and regular networks, so they cannot follow the online learning process." Parents explained that "they cannot be prepared for technological devices for their children, such as one cell phone per child, because they do not have enough money to buy." The low socioeconomic status that affects the level of ownership of technological devices and networks means that online learning cannot be participated, which implies discrimination in obtaining learning services. in education. Data on students' experience in the online learning process can be found below in the table 1:

Tabel 1: Ownership Level Student Experience Technology and Network Devices

Participant	Student Experience	Code
P1, P2, P3, P5, P6, P7, P13,	The lack of service on the Internet, especially in rural areas, and the increase in the search for a signal, linear death, cloudy weather is one of the inhibiting factors for online learning. For us, the	Network constraints,

	learning was not effective, because we needed a lot of direct guidance.	
P4, P9, P10, P12, P15	It has no standard cell phones, many download applications, low memory, the periodic learning process is not agile, online learning skills sometimes cannot be known for sure, the learning is not very good. Therefore, you cannot continue to live up to the online quality.	No standard HP, small ram
P11, P8, P14	Online learning is more difficult than face-to-face learning, especially if students want to ask questions, they have to wait for the teacher's answer, sometimes they have to wait a long time, it is difficult to respond to signals and teachers.	Difficult response

Source: Prepared by the Author, (2023).

Online learning has changed the habit of learning using technology. Technology has changed learning traditions and learning traditions versus online learning traditions. This tradition has also been used by information technology and telecommunications devices in the learning process, so changes in tradition have forced adjustments, according to various aspects, including students. Students have difficulty adapting to online learning. Students have difficulty understanding the learning material, due to the limits of inadequate cell phones, the small RAM, not connected, the discontinuous Internet network, often hindered and very problematic, the inability to participate in conferences, ineffective learning, so that students lose the opportunity to obtain a good teaching and education for future dispositions, together with the implementation of online learning in the COVID-19 pandemic.

The difficulties that students have, in addition to preparing technological devices, as well as access to the Internet network. Online learning changes the habit of learning in the line of the classic, so it has difficulties for students from poor socioeconomic classes, conditioning the impotence of technological devices and Internet networks. Some changes in learning methods applied by teachers, but not balanced with students from poor socioeconomic class who only have old-school cell phones, have no data package. These are methods that use zoom, google classroom, GC, WA group, google meet. The signal, the Internet network is sometimes not so friendly, it reduces the enthusiasm of the students, it does not channel learning, it is very difficult when it rains, it is cloudy and electricity is cut, and that means that they do not attend conferences, that they have nothing to do, nor material to learn. The possibility of learning, that is, the right of students, is lost with the implementation of online learning in the covid-19 pandemic.

During the COVID-19 pandemic, cognitive knowledge is limited to the transfer of cognitive knowledge through technological tools, and does not allow zoom, Google meet, Google Classroom, for lack of standard technological devices, for lack of data packets, for lack of signals, without scarce and fluid Internet networks, since sometimes the light goes out. As a consequence of this requirement, students from the poor socioeconomic class are left behind in the learning process, some cannot participate correctly in the learning process. In other words, technological devices and networks for students from poor socioeconomic class who are not prepared for ownership are left behind and unable to develop their capabilities and achievements.

4.2 HUMAN RESOURCE READINESS (HR)

Training for human resources (HR), such as the literacy levels of students in the online learning process as a result of the COVID-19 pandemic. The professors of the Faculty of Tarbiyah and Tadris explained that "the lack of training of human resources (HR), the lack of understanding and knowledge and the difficulties to learn online throughout the COVID-19 pandemic". The Sharia faculty professor said that "students who cannot use technology cannot follow the learning process." A professor at the Faculty of Islamic Economics and Business said that "non-tech-savvy students cannot properly follow the learning process." Faculty professors Ushuluddin Adab and Da'wah noted that "weak literacy and student references often mean that online learning lags behind, and some students cannot follow the online learning process, so online learning is not effective." "We have difficulties in helping children download and understand learning materials, so children have difficulty accessing reading resources, they do not respond to scientific and technological advances, since we do not understand the use of this latest technological device," he added. Therefore, the educational level of the students, in terms of literacy and online learning, makes learning very difficult for students, which implies discrimination in obtaining online learning services. For more details on the learner's learning experience in online learning, 2.

Tabel 2: Student Experience Literacy and Reference Level

Participants	Student Experience	Code
P1, P2, P3, P4, P6, P11, P14, P15.	There are many jobs to complete. It can be full in a week; each course has a job. It cannot be given in the library with adequate references to covid-19. I can't download any digital library apps, so I'm always behind and the motivation to learn decreases.	Reference constraints

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P5, P7, P8, P9, P10, P12, 13, P14.	Many do not understand the lesson, accept very little work, cannot use the technology it collects, cell phones are often damaged, lecture materials are difficult to understand, knowledge is difficult to detect, teachers only give the topic, transmit a lot of material to learn, and no information is transmitted.	Literacy constraints

Source: Prepared by the Author, (2023).

In the COVID-19 pandemic, the use of technology, online learning, makes it difficult for students of low socioeconomic status to use. Oblige students to study, requesting that the work be completed with the latest references made in the last 10 years, regardless of whether students' literacy levels are prepared to use technological devices, as it is owned by the student's technology. Another difficulty is that students have difficulties downloading learning materials and difficulties accessing references (reading materials), which hinders the process of preparing the final project, lack of understanding of downloading learning materials and ignorance of the final references, as required in the criteria of scientific writing, that is, references of at least 10 years. Therefore, low literacy levels and student referrals have led to discrimination against students in the online learning process.

Discrimination in the online learning process occurs because students do not have an understanding and knowledge of the use of technological devices in downloading learning materials and accessing reading materials, causing students to have difficulty understanding learning materials, lack of knowledge, lack of reference, often miss, a lot of information is late, even not delivered, often does not enter lectures, and also difficulties in the process of completing assignments end. This condition eliminates the opportunity for students to get education, teaching, knowledge and training, such as no discussion room, no consultation room, no guidance room and no competition room for students, resulting in a decrease in motivation and enthusiasm for learning and various discriminations against students in achieving competence and achievement during the COVID-19 pandemic.

Students in Indonesia have been forced to take part in online learning during the COVID-19 pandemic, in line with the implementation of the online distance learning system through social physical distancing policies and the prohibition of face-to-face learning. So that the learning material, the tasks given by lecturers are felt to make it difficult for poor socioeconomic class students, because in one week it can be full of courses, in each course there is a task to make papers that vary in style and model of the

lecturer, and must be completed with a certain time limit, plus after being made the paper must be presented and discussed with friends, without being supported by sufficient references, Both from journal articles and web link articles. Online learning is very difficult for students of poor socioeconomic classes. Online learning discrimination that occurs in the completion of tasks given by lecturers without being balanced with complete understanding, thus causing information and knowledge not to arrive and cannot be digested by students, so that presentations, discussions and online learning become ineffective for students of poor socioeconomic classes.

4.3 INSTITUTIONAL READINESS IN SUPPORTING THE ONLINE LEARNING PROCESS

The readiness of institutions in supporting the online learning process is still minimal, so it becomes a burden for poor socioeconomic class students. As the Faculty of Tarbiyah and Tadris explained that "the campus has provided subsidies to students in the form of 2GB data packages, but students are still constrained because they live in rural areas." The Sharia faculty lecturer stated that "higher education institutions have subsidized students in the form of 2GB data packages, but they are not effective, because they do not match the cards used by students, and the internet network is uneven." A lecturer at the Faculty of Economics and Islamic Business said that "the institution has facilitated students with 2GB, but it cannot be used by students because the package provided by the institution does not match the conditions in their residence, and they have to replace the card first." The lecturer of the Faculty of Ushuluddin, Adab and Da'wah said that "students cannot use the 2GB subsidy provided by the campus because students have never been to campus with a residence in a hamlet far from campus, it is exacerbated that the card subsidized by the campus does not match the card owned by students, so assistance in the form of COVID-19 subdisidi becomes ineffective." A parent's statement explaining that "the campus has provided subsidies to students in the form of 2GB data packages, but it cannot be used because we have difficulty providing technological devices and internet networks such as android mobile phones that are standard for the online learning process, so our children are unable to follow the online learning process organized by the campus." Thus, the unpreparedness of educational institutions in providing technological devices and internet networks, increases the cost burden for

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students who are poor economic class parents in participating in the online learning process. For more details, you can see student experiences in table 3 below:

Tabel 3: Institutional Readiness in Supporting the Learning Process

Participants	Student Experience	Code
P1, P2, P3, P4, P8, P10,	The campus has helped the Internet fee, but it has not been effective, the network is often interrupted, it is difficult to use because you have to change the card and, according to the Dika of Buka, the RÚs. governs the card, so his learning process was interrupted by zooming in on his online chats, Bu	Data package assistance Not yet effective
P5, P6, P7, P9, P15	Due to the ineffectiveness of learning, most students lack technological equipment, communication tools for online learning, laptops or mobile phones, and do not have packages far from the signaling level, sometimes provide cell phones of friends, cannot learn properly.	Don't have a laptop or androit mobile
P11, P12, P13, P14	Online learning has not been effective, you can only do SIAAD support face-to-face and it has not been effective for e-learning, in the end it continues to use zooma and regionals cannot follow the limits and quota packages of the network.	SIAKAD Not yet effective

Source: Prepared by the Author, (2023).

Online learning during the COVID-19 pandemic uses technology. Technology has been considered as a solution in the online learning process. As Higher Education (PT) in Indonesia (Bengkulu, Malang and Mataram) has provided the SIAKAD (Academic Information System) application and has provided a 2GB data package subsidy to students. However, it turns out that it has made it difficult for poor socioeconomic class students by forcing students to use SIAKAD for the online learning process, regardless of the level of difficulty of the readiness of educational institutions in providing technological devices, wifi, internet networks in the PT. Another difficulty faced is at the level of poor socioeconomic class students, even though they have been given a 2GB data package, but cannot be used, it is difficult to use it, because there are provisions to change the card, while the card prepared by the campus cannot be used, because it is not compatible with the internet network in student residences, in rural areas and in hamlets that are far from internet coverage. Thus, the limited readiness of higher education in providing technological devices has discriminated against poor socioeconomic class students in participating in the online learning process.

Discriminative in the online learning process during the COVID-19 pandemic occurred because higher education did not have the readiness of technological devices, signals and internet networks, causing the SIAKAD application, the 2GB data package did not function properly. This condition results in students not being able to take part in online learning, the learning process is often disrupted, not in accordance with the learning code of ethics, cannot access learning materials, cannot do and send assignments, does not know information and orders from lecturers, experiences obstacles in practical courses, and cannot interact with lecturers and friends. Thus, this condition resulted in discrimination by eliminating the opportunity for students to get teaching rights caused by the unpreparedness of technological devices, wifi, and internet networks prepared by PT during the COVID-19 pandemic.

The unpreparedness of technological devices, wifi, and internet networks at PT has hampered the online learning process. In line with the implementation of social physical distancing policies that prohibit face-to-face learning. This makes it difficult for students to get learning, which is caused by wifi, internet networks that are not smooth and uneven, resulting in an ineffective learning process, cannot use *e-learning* on SIAKAD, difficult to access learning materials, cannot participate in the learning process, cannot communicate with lecturers and friends, cannot participate in virtual lectures, cannot do assignments, and cannot send assignments that instructed the lecturer. Thus, discrimination in online learning occurs due to technological devices, wifi and internet networks that are not smooth and uneven in the Higher Education environment.

5 DISCUSSION

The study found three types of discrimination in the COVID-19 pandemic. The first is able to detect the lack of suitable technology, i.e. mobile devices, smartphones, tablets, laptops and Internet networks. Therefore, students find it difficult to participate in the online learning process. The second comes from the lack of training of human resources (i.e. the literacy level of parents and pupils). Without sufficient knowledge, parents cannot adequately contribute to their children's online learning. Students also have difficulty downloading, acquiring and understanding learning materials, as they have limited technological literacy, which limits their participation. Thirdly, the entity does not have training to support the online learning process. Although students receive a 2GB data plan, many students cannot take advantage of the program because they cannot take

a plan or do not have the direct card. Therefore, the online learning process is expensive and difficult for students and parents.

Due to the COVID-19 pandemic, these difficulties in studying online at universities show that the Indonesian education system is not prepared for emergencies. Educational institutions cannot meet the requirements of online learning, they do not have flexibility to adapt to new learning systems. The implementation of online learning has not undergone any change in academic orientation (Das, 2021). Therefore, the emergency conditions caused by the COVID-19 pandemic have discriminated against students with scarce socioeconomic resources, since higher education institutions are not prepared with technological devices or with the distribution of Internet networks, and do not understand technological ideology.

COVID-19 offers a precedent to legitimize technology and change the educational paradigm (Chaudhary & Dhakal, 2021). Consequently, to overcome their difficulties with online learning, some action plans must use this momentum to bring about substantial changes in educational traditions. At least three points of view can be taken to improve online learning. First, some aspects should evaluate the implementation of online learning, including the learning plan, especially motivation (Fitriyani et al., 2020). Secondly, repairs are needed to take into account the specific conditions of students and teachers, to generate the versatility necessary for online learning to be carried out correctly (Jamaluddin et al., 2020). Third, public institutions and power centers must actively participate in online learning. Concerned about the failure of online learning in the COVID-19 pandemic (Gunawan et al., 2020).

6 CONCLUSION AND SUGGESTION

The study identified the discrimination of online learning during the COVID-19 pandemic, together with students and parents, and structures the possibilities of participating in online learning, with the characteristics of social class. Differences between socioeconomic classes are decisive and influence access to online learning. Three important factors were identified as a cause of this discrimination: limited availability of mobile devices, smartphones, tablets, laptops, signals, packet data and Internet network services; lack of technological knowledge among educators and parents hinders the ability to participate; and lack of institutional capacity to learn online.

Research is limited to the three Islamic higher education organizations in Java and

is limited to the Java Islamic organizations (Fatmawati Sukarno State Islamic University Bengkulu, Maulana Malik Ibrahim State Islamic University Malang and Mataram State Islamic University), so discrimination of learning cannot be generalized on a wider scale. In addition, the opinions of informants who are parents of students, teachers and students in the aforementioned Islamic University institutions cannot give a complete picture to the discrimination of online learning during the covid-19 pandemic. Based on these limits, it is necessary to conduct a more thorough analysis, compare different aspects of education, both general and Islamic, and collect data from various sources. Only then can more appropriate policies be designed for online learning in times of crisis.

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