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ADAPTIVE LEARNING IN COLLEGE IN THE PANDEMIC TIME COVID-19

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ABSTRAK

Virus Covid-19 telah memicu kekacauan di berbagai bidang kehidupan secara global, termasuk pendidikan. Mengadakan kegiatan untuk menimba ilmu bersama tidak lagi disarankan untuk dilakukan. Banyak negara menghilangkan pembelajaran tatap muka dan menggantinya dengan jalur pembelajaran online. Kebijakan ini dilakukan untuk mengurangi penyebaran Virus Covid-19. Sejalan dengan upaya tersebut, kampus sebagai tempat menempa diri dengan ilmu juga perlu memiliki strategi untuk membantu mengurangi penyebaran Covid-19. Upaya pencegahan penyebaran Covid-19 di lingkungan kampus akan sejalan dengan imbauan pemerintah yaitu menyelenggarakan pembelajaran online di rumah. Pembelajaran online menciptakan konsekuensi logis, bagi pelakunya, baik bagi siswa maupun guru. Salah satu sisi pembelajaran online merupakan alternatif untuk meminimalkan kemungkinan terjadinya crowding, namun pembelajaran online juga menimbulkan tantangan dalam menyajikan materi dengan cara yang dapat mengakomodasi tuntutan keilmuan. Terlepas dari tantangan tersebut, pembelajaran online tentunya diharapkan dapat menumbuhkan sikap optimis, memberikan tantangan dan peluang untuk mengembangkan inovasi, kreativitas, kepribadian dan kebutuhan siswa. Solusinya, dosen dituntut memiliki kemampuan di bidang teknologi pembelajaran. Konsekuensi logis lainnya adalah pimpinan perguruan tinggi harus aktif dalam mengoptimalkan kinerja penggunaan fasilitas online bagi seluruh dosen, mahasiswa, dan tenaga kependidikan.

ABSTRACT

The Covid-19 virus has triggered chaos in various fields of life globally, including education. Holding activities to gain knowledge together is no longer recommended to be held. Many countries eliminate face-to-face learning and replace it with online learning line. This policy was implemented to reduce the spread of the Covid-19 Virus. In line with these efforts, campuses as a place to forge themselves with knowledge also need to have a strategy to help reduce the spread of Covid-19. Efforts to prevent the spread of Covid-19 in the campus environment will be in line with the government's appeal, namely to organize online learning at home. Online learning creates logical consequences, for the perpetrators, both for students and teachers. One side of online learning is an alternative to minimizing the possibility of crowding, but online learning also creates challenges to present material in a manner that can accommodate scientific demands. Despite the challenges, online learning is certainly expected to foster an attitude of optimism, provide challenges and opportunities to develop student innovation, creativity, capacity, personality and needs. The solution, lecturers are required to have abilities in the field of learning technology. Another logical consequence is that higher education leaders must be active in optimizing the performance of using online facilities for all lecturers, students, and educational staff.

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PRELIMINARY

The Covid-19 virus is still the main topic of conversation since its appearance in early December 2019 in the city of Wuhan, China (Kumparan, 2020). The Covid-19 virus has infected millions of people in the world and has also triggered economic chaos globally. This virus that attacks the respiratory system causes tremendous suffering in various sectors. The Covid-19 virus infects a person, marked by symptoms of fever, shortness of breath and cough. Other symptoms experienced by infected patients include sore throat, muscle aches, phlegm, digestive disorders such as diarrhoea, abdominal pain, and loss of taste and smell function. Meanwhile, most cases of patients experience mild symptoms, but more serious symptoms develop multiple organ failure and pneumonia (Sudarsana, 2020).

Reporting from *kompas.com*, this virus has spread to more than 200 countries in the world, including Indonesia (Worldometer, 2020). The spread of Covid-19 has occurred so fast since the first and second confirmed positive patients on March 2, 2020, in Indonesia. According to the distribution data quoted on *the website <https://covid19.go.id/>* seen to have infected 34 provinces in Indonesia.

If all this time humans have been forced to live in fast-paced situations, non-stop jobs, and economic growth targets in a competitive system, with the spread of the Covid-19 virus, this is a major crisis for humans today. On the other hand, the Covid-19 virus forces us to momentarily stop our routine and look back at the true meaning of life, family and social environment. The spread of the Covid-19 Virus must be stopped with mutual commitment and synergy from all layers. Currently, the best way to prevent the spread of Covid-19 is carried out by the government through the Ministry of Health by formulating a health protocol, namely 3M (wearing a mask, maintaining distance, and washing hands). This effort was made, Armed with the belief that the number of transmission of the Covid-19 Virus can be reduced by reducing interactions and securing oneself with certain procedures. Policies carried out to break the chain of the spread of Covid-19 must be addressed wisely and wisely, including in the field of education.

The Minister of Education and Culture responded to efforts to prevent the spread of Covid-19 by issuing Circular No.3 of 2020 and Circular of the Secretary-General of the Ministry of Education and Culture No. 36603 / A.A5 / OT / 2020 on March 15, 2020. The important points stated in the circular are: (1) delaying the implementation of an event that invites a large number of participants or can replace it with a video conference, (2) officials middle-high leaders, high Pratama leaders, and other unit leaders to be responsible for the prevention and handling of Covid-19, (3) leaders and employees are required to work at home

(work from home) without reducing performance, without reducing attendance and without reducing benefits, (4) leaders and employees who are not feeling well or are sick are required to rest at home. *video* conference, and others.

The government policy in the explanation above came into effect on March 16, 2020. In response to this circular, many government agencies, especially schools, ranging from early childhood education, elementary schools, junior high schools, high/vocational high schools, including universities, made policies to study from home. The concept of online learning is then chosen by most education actors, to continue delivering material and also hone technological skills. The concept of online learning needs to be done to minimize mass physical contact so that it can break the chain of spreading Covid-19. On March 23, 2020, the Directorate General of Higher Education issued a circular addressed to higher education leaders regarding learning during the Covid-19 pandemic emergency period. *project-based learning*, humanitarian volunteers, or research relevant to efforts to contain the spread of the Covid-19 outbreak. The results of the learning are expected to produce real work for the community and the nation as part of pandemic volunteering, besides that, this method is also used to increase student competence in many aspects.

ATTACHING PANDEMY WITH A LINE LEARNING STRATEGY

The Covid-19 pandemic has revolutionized learning held on campus. Before the Covid-19 pandemic broke out, the learning process was carried out using the face-to-face method, now campuses are directed to have a strategy for implementing online learning. Of course, we hope that this pandemic period will end soon, but online learning will certainly continue, even becoming an option in a time of rapid technological development and line with modernity.

Term *online learning* and online learning is used to convey the same meaning. Online is a term in Indonesian, while online is a term in English. Online means being in a network, connected via computer networks, the internet, and so on (Kemendikbud, 2020). Online learning is learning material that is presented on a computer (Carliner, 1999). In another opinion, online learning can be interpreted as an interaction between teacher and learner that is built in a network via a computer or other electronic device (Trisnadewi & Muliani, 2020). The implementation of online learning has consequences for lecturers in higher education as part of educational actors. Lecturers can directly interact with students and answer questions when questions are asked, on electronic media used in online learning. Lecturers must be able to maximize online learning support functions, including supporting tools and applications. There are many references to the use of tools or media in online learning, such as cell phones,

computers, and laptops. Meanwhile, applications that can be used include WhatsApp, google classroom, zoom cloud meeting, google meet, Webex and other systems and applications.

Online learning itself requires creativity and innovation from the lecturers so that the transfer of knowledge, skills, and life values can run well. All lecturers must master digital technology and communication skills in networks, namely the way of communication in conveying and receiving messages made online. Through this online learning, students can connect quickly and directly with text, images, sound, data, and video in both directions. To facilitate the implementation of online learning, several components need to be supported. According to Trisnadewi & Muliani (2020), components that can support the smooth implementation of online learners are (1) Infrastructure. The physical facilities needed to carry out online learning include cellphones, computers, laptops, and other electronic devices, (2) systems and applications. Systems and applications used in online learning include the internet, WhatsApp, google classroom, zoom, google meet, Webex and other systems and applications, (3) content. Refers to learning materials or information made by the teacher, (4) operators. The person in charge of using the infrastructure, running systems and applications and creating content. Either teacher, learner or both can function as operators in online learning. The person in charge of using the infrastructure, running systems and applications and creating content. Either teacher, learner or both can function as operators in online learning. The person in charge of using the infrastructure, running systems and applications and creating content. Either teacher, learner or both can function as operators in online learning.

Lecturers' mastery of learning technology varies greatly, from the advanced level to the state that they do not understand the latest technology at all. This is a challenge for lecturers as one of the scientific facilitators in learning. Referring to the online learning policy, there is a Learning From Home (BDR) strategy for students and *work From Home* (WFH) for educators and education staff. The existence of this policy requires every related part to accelerate the ability to understand the technology and apply it in learning. During the Covid-19 Virus pandemic, the online teaching and learning process is expected to produce good student learning achievements, because they not only master the material but also master technology. Also, online learning can be used as a solution to limit interaction, the crowd of students, to avoid the spread of the Covid-19 Virus.

Various new conditions are created during an outbreak, new adaptations and new strategies must be encouraged, to improve quality. Behind the problems and complaints in online learning, it turns out that it provides another lesson. Among them: (1) Lecturers can master technology to support online learning. Technology is getting more advanced, lecturers

are required to have abilities in the field of learning technology. Mastery of learning technology can be designed in a more varied learning model that has never been done in normal conditions without an outbreak. For example, lecturers make creative video content as teaching material, so that it makes students more interested and doesn't feel bored in taking lessons online, (2) Avoiding the Covid-19 virus. Online learning is the safest way out during the Covid-19 pandemic to stay healthy and actively acquire knowledge, (3) Flexible time and place. Online learning provides the opportunity for lecturers and students to choose the time and place they want. The time that is usually spent preparing to go to work and commuting to work can be used to maximize the learning process, (4) Learning is more varied. Whether we realize it or not, the implementation of online learning makes lecturers more active in creating and delivering more varied learning content with the hope that learning will not be monotonous, (5) Operate technology better. Online learning would not be possible without the role of technology. For lecturers who do not understand technology, Of course, this is an opportunity to increase knowledge about technology because we immediately practice using technology, (6) Respect time more. Time management is sharpened in the implementation of online learning, (7) The material can be read again. The material that the lecturers convey is stored very well in a network that can be opened and studied at any time. Students can choose which material they want to focus more on to study and understand (Puspitorini, 2020; Sudarsana, 2020; Trisnadewi & Muliani, 2020). The material that the lecturers convey is stored very well in a network that can be opened and studied at any time. Students can choose which material they want to focus more on to study and understand (Puspitorini, 2020; Sudarsana, 2020; Trisnadewi & Muliani, 2020). The material that the lecturers convey is stored very well in a network that can be opened and studied at any time. Students can choose which material they want to focus more on to study and understand (Puspitorini, 2020; Sudarsana, 2020; Trisnadewi & Muliani, 2020).

Based on the description above, it can be stated, although online learning has problems and complaints, it has a positive impact on the teaching and learning process, both for lecturers and students. At present, online learning may still not be maximally applied to be the only form of learning option, but online learning will certainly remain an option during this Covid-19 pandemic. This online learning is not only expected to improve student learning achievement but also to be a form of innovation that is more efficient and effective in learning. Technology support in learning needs to be a common concern. Likewise, along with the increasingly rapid development of technology.

THE CHALLENGE OF LEARNING LINE

Before the Covid-19 pandemic the learning process was carried out using a face-to-face model, now campuses are directed to carry out online learning. Online learning has been running for one year since a circular from the Directorate General of Higher Education was issued on March 23, 2020. Lecturers and students are required to master technology to support online learning. Learning habits have changed significantly so far and must be addressed wisely and wisely. Currently, lecturers and students rely heavily on computer devices and internet networks. Lecturers and students must change styles, strategies, or methods of teaching and learning to be more adaptive during a pandemic. Lecturers and students must be able to change their communication styles during this online learning.

As mentioned above, online learning provides many benefits for the learning process. However, apart from providing benefits, there are also several challenges faced by both lecturers and students. Challenges for lecturers in the online learning system include (1) Lack of understanding of the use of technology. Some lecturers are still unfamiliar and unfamiliar with the latest technology. This is a major challenge in online learning. One of the hindering factors is the unwillingness to follow the progress and learning technology, (2) It is difficult to measure the understanding and abilities of students. Studying online is difficult to find out the understanding and abilities of students directly unless there are direct telecommunications. However, it takes a long time, so that time efficiency is a big challenge. Lecturers see students' abilities only from the tasks they do, (3) Lack of interaction in learning. The interaction of lecturers and students is needed in learning. This is to assess cognitive, affective, and psychomotor abilities as a whole. In online learning, many factors cause a lack of learning interaction, one of which is a poor internet signal which can slow down lecturers' reactions in responding to student questions, and vice versa, (4) Inadequate internet connection. There is no internet, hence no online learning. Internet connection instability greatly disrupts learning, especially if online learning is ongoing (Trisnadewi & Muliani, 2020). (3) Lack of interaction in learning. The interaction of lecturers and students is needed in learning. This is to assess cognitive, affective, and psychomotor abilities as a whole. In online learning, many factors cause a lack of learning interaction, one of which is a poor internet signal which can slow down lecturers' reactions in responding to student questions, and vice versa, (4) Inadequate internet connection. There is no internet, hence no online learning. Internet connection instability greatly disrupts learning, especially if online learning is ongoing (Trisnadewi & Muliani, 2020). (3) Lack of interaction in learning. The interaction of lecturers and students is needed in learning. This is to assess cognitive, affective, and psychomotor abilities as a whole.

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Online learning challenges are not only experienced by lecturers but also students. Challenges for students in online learning include: (1) A large number of assignments of the lecturers are often the complaints of the students. Lecturers in giving assignments should be calculated, measured, both in terms of material and time, (2) Feedback or appreciation for assignments performed by students. Don't get the impression that students feel cheated because of the many assignments given by the lecturer, but there are no feedback from the lecturers, (3) Limitations of the cost of internet pulses. Continuous online learning, then the cost of the internet network which is very much needed in online learning becomes a burdensome thing. Internet quota or data packages purchased for internet needs are becoming high. Not to mention students whose parent's income has decreased due to the impact of the Covid-19 pandemic, (4) Limited application facilities and learning equipment. Some students do not have tools for learning, for example, laptops and cellphones that are not adaptive to current needs, (5) Network problems. Inadequate internet network, especially students living in the area, is sometimes unstable, weak, or still far from cellular signal coverage. Online learning activities cannot run well, (6) Online lecture saturation. If the online lecture lasts for a long time and continuously, there will be boredom in learning. If the saturation is not resolved immediately, it will cause the teaching-learning process to be not optimal, which will lead to unsatisfactory learning outcomes (Indrawati, 2020; Puspitorini, 2020).

Boredom in online learning needs a solution. Online learning is expected to generate optimism, provide challenges, and opportunities to develop student innovation, creativity,

capacity, personality, and needs. Also, it can develop independence in seeking and finding knowledge through reality and social dynamics in society. With online learning, it is hoped that a culture that is innovative, non-restrictive, and by the needs of the community will be created. As a result of this strategy, higher education graduates are expected to produce graduates who are by the times, advances in science and technology, and the dynamics of society.

Solutions that can be used as a reference or reference in dealing with current learning technical changes, lecturers are required to have the ability and be creative in the field of learning technology. After the lecturer can master various online learning tools, ideas will be created about methods and learning models that are more varied according to student needs. In addition to lecturers, the role of Higher Education Leaders (Chancellors, Deans, Heads of Departments, Head of Study Programs, and other work units) should continue to be active in optimizing the performance of using online facilities so that learning activities can continue to run properly according to student needs. Provision of quality and strong technology infrastructure facilities to be maximized, such as the internet, *WhatsApp*, google classroom, zoom cloud meeting, google meet, Webex and other systems and applications, and providing student subsidies in internet quota. Efforts to maximize the use of technology can be done through cooperation with telecommunications, both for office needs and online learning activities. Synergize together to build the nation through learning activities to educate the nation. It is a hope and invitation to all parties to respond to the changes that occurred during the Covid-19 pandemic in a positive way and at the same time maximize creative and innovative performance to create productive learning.

CONCLUSION

The Covid-19 virus has infected millions of people in the world, including Indonesia. Covid-19 has sparked chaos in various fields of life globally, including education. To prevent the spread of Covid-19 in the campus environment, according to the circular of the Directorate General of Higher Education dated March 23, 2020, learning during the Covid-19 pandemic period is so that learning from home can be done in the form of online learning.

Online learning creates logical consequences for educational actors. Online learning also generates benefits and challenges. The benefit is that it can increase the awareness of lecturers and students to master or have abilities in the field of learning technology. Meanwhile, the challenges include the absence of facilities and infrastructure, the inability to operationalize the equipment and the geographical situation of the region.

Although online learning creates challenges for education actors, this step is expected to form an attitude of optimism, provide challenges, and opportunities to develop student innovation, creativity, capacity, personality and needs. The solution is that lecturers are required to have the ability and creativity in the field of learning technology. Apart from lecturers, of course, the Higher Education Leaders (Chancellors, Deans, Heads of Departments, Head of Study Programs, and other work units) must continue to actively optimize the performance of using online facilities for all lecturers, students and educational staff.

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