Readiness of New Students Learning
in The Network: Case Study

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ABSTRACT

A system that gives freedom of time, place and is not only oriented to the teaching staff who are currently also looking for as many digital references as possible to use in the application of every online course. However, the use of platforms and the use of technology need to be supported by adequate facilities and infrastructure so that the implementation of online learning can be carried out properly. The purpose of this study was to determine the extent of the readiness of new students to face online sharing in terms of facility readiness and platform utilization. The research method used a qualitative approach to survey techniques with sampling of the population using a snowball. Instruments in the form of documentation and structured interviews. The results showed that 95% of the new students in primary teacher education program majors at University of Borneo Tarakan were facilitated by supporting facilities and infrastructure to face online learning and 80% were familiar with the platforms used in general but there was no BEL UBT platform used by students. The solution provided, the existence of socialization and restrictions on the use of applications in teaching and learning activities online.

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A. INTRODUCTION

Application in the network (online) is one concrete manifestation that sustainable development, especially in the education sector, will continue to develop along with the developments in the globalization era (Gupta & Maji, 2020). It cannot be denied that currently the application of online learning is very much needed because it is considered capable of facilitating the learning process by utilizing information technology. Information technology is like a double-edged sword, on the one hand it can be used by students to communicate, but on the other hand it requires students to be able to operate the existing technological features by self-learning to recognize features that have not been understood at all (Nasional, 2018). The implementation of online learning requires supporting facilities, such as smartphones, laptops, or tablets that can be used to access information anywhere and anytime (Gikas & Grant, 2013).

A learning system that utilizes the advantages possessed by the internet, which has been used as a medium for knowledge transfer. A system that gives freedom of time, place and is not only oriented to the teaching staff who are currently also looking for as many digital references as possible to use in the application of every online course. The purpose of online learning is to provide quality learning services in a network that is massive and open to reach more and wider learning space enthusiasts (Sofyana & Rozaq, 2019). Previous learning and teaching processes were dominated by the role of the teacher, currently dominated by the role of teachers and books, and will in the future be dominated by the role of teachers, books and technology (Nabila Hilmy Zhafira, Yenny Ertika, 2020).

A learning system that utilizes the advantages possessed by the internet, which has been used as a medium for knowledge transfer. A system that gives freedom of time, place and is not only oriented to the teaching staff who are currently also looking for as many digital references as possible to use in the application of every online course. The function as the application of e-learning can be as an addition (supplement) or complement/support (complement) or as a substitute (substitution) for conventional learning (Rosali et al., 2020). The previous learning and teaching process was dominated by the role of the teacher, currently it is dominated by the role of teachers and books, and will come to be dominated by the role of teachers, books and technology (Khasanah et al., 2020).

B. METHODS

This study uses a qualitative approach, which has natural characteristics (natural setting) as a direct, descriptive data source, the process is more important than the result, the analysis in qualitative research is carried out by inductive analysis and meaning is essential (Sugiarto, 2015). This type of research the case study (case study) to learn intensively about the background of the present situation.

The main data source in this study is the results of interviews from informants. The informants in this study were 130 new students of the academic year 2020/2020 in primary teacher educations program majors at the University of Borneo Tarakan. Data collection techniques in this study were interviews, observation and documentation. The contents of the interviews in this study include the types of platforms that have been used in the online learning process, the disadvantages and advantages of platform types based on student backgrounds , platforms that are considered the most suitable for conditions in North Kalimantan.

The research subjects were selected by snowball sampling technique (Naderifar et al., 2017), the sample was only limited to students in primary teacher educations program majors at the University of Borneo Tarakan. Data analysis in this study used qualitative data analysis, so in analyzing the data while in the field the researcher used the Spradley model (Wijaya, 2018), which is a data analysis technique that is adjusted to the stages in the study, namely the exploration stage with the grand tour question data collection technique , namely the first by choosing a social situation (place, actor, and activity), After entering the field, it begins by assigning a key informant who can lead the researcher to enter the research object. Then the researcher conducted an interview with the informant, and recorded the results of the interview conducted. After that the researcher's attention to the object of research and began to ask descriptive questions, followed by an analysis of the results of the interview. Based on the results of the analysis of subsequent interviews investigators conducted an analysis domain, In stage determine the focus (with observations focused).

Data analysis was performed using taxonomic analysis (Ivanovich Agusta, 2014), In stage selection (by observation selected) then the researchers asked questions contrast, conducted by analysis componential , The results of the comparative analysis, through the analysis of the theme, the researcher found data related to student perceptions regarding online learning platforms.

C. RESULT AND DISCUSSION

Taking the whole study subject population of the 2020 class of students, amounting to 150 students, but those who succeeded in following up to fill in the interview instrument were 130 students. Samples can be taken through the snowball sampling method with various stages, namely offline taking by distributing print interview instruments after the implementation of public lectures through local leaders who still live around the campus and online via form distributed in the meeting column.

1. Infrastructure

Readiness that must be had when learning online, but there are still some students who do not have:

Table 1. Student Facilities

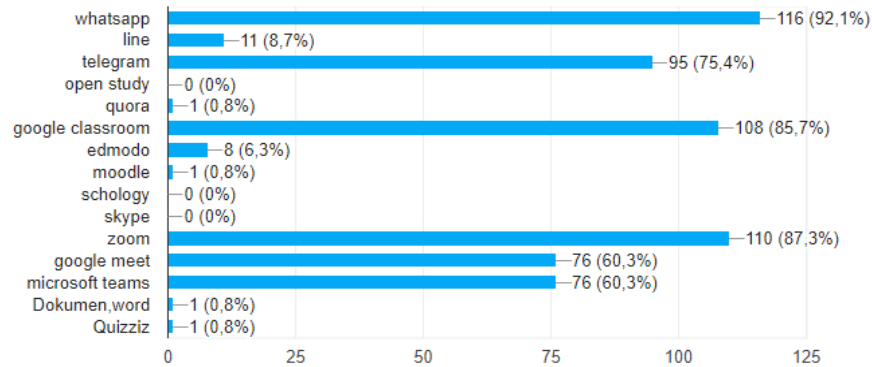| Number of students	Have a smartphone	Have a laptop	Have Internet access	Explanation
130	127	59	105	95% done

It can be given an illustration through the readiness of students based on the facilities and infrastructure to support online lectures, which was able to be carried out by 95% who did not have smartphones, only 3 students, did not have laptops for 71 students, and had both 8 students. Agree with (Rusdiana, E., & Nugroho, 2020) Online learning needs to go through several stages, namely mapping, implementation, making online media and evaluation to find out how much students face online lectures and the application of learning media as reinforcing teaching materials. The more important strengthening in online learning is the awareness of all parties, the willingness and ability of the resources and facilities and infrastructure to support socialization (Hidayanti & Djumali, 2016). and very interesting input by (Zamista et al, 2020) Mathematics learning requires the ability to understand if it is carried out online, because the need for assistance is very minimal and only based on teaching materials.

2. Utilization of the platform

Explanation through data in online learning intermediaries carried out by students based on experiences while in school:

platform apa yang pernah anda gunakan?
126 tanggapan

whatsapp — 116 (92,1%)
line — 11 (8,7%)
telegram — 95 (75,4%)
open study — 0 (0%)
quora — 1 (0,8%)
google classroom — 108 (85,7%)
edmodo — 8 (6,3%)
moodle — 1 (0,8%)
scholgy — 0 (0%)
skype — 0 (0%)
zoom — 110 (87,3%)
google meet — 76 (60,3%)
microsoft teams — 76 (60,3%)
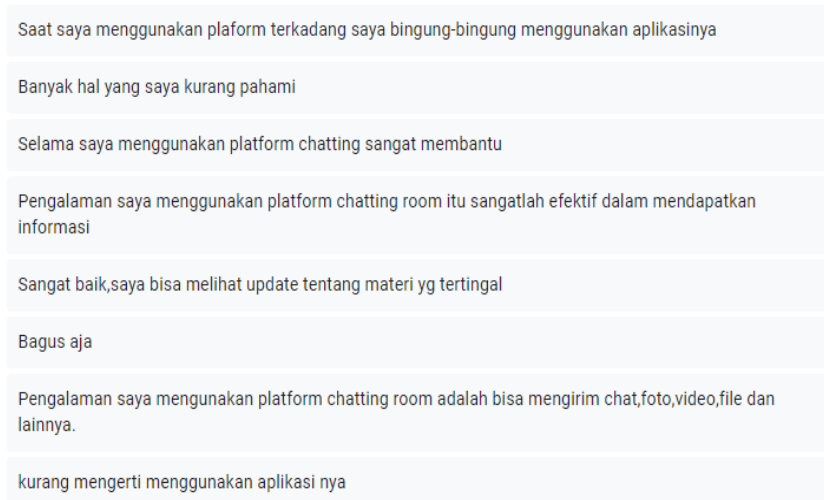Dokumen,word — 1 (0,8%)
Quizziz — 1 (0,8%)

Figure 1. Initial understanding

It can be an illustration that students have been able to take advantage of online learning platforms, but all students who control 92% are in schools in the city of Tarakan, the rest from Tana Tidung and Nunukan districts do not at all or do not know from Malinau district. The implementation of blended learning can provide motivation, can repeat the material presented at any time, and the accessibility support that students have is very high (Adijaya & Santosa, 2018).

Student responses via the form to the chat room platform after running 4 online lecture implementation meetings:

Bagaimana pengalaman anda mengenai penggunaan platform chatting room?
126 tanggapan

Saat saya menggunakan plaform terkadang saya bingung-bingung menggunakan aplikasinya

Banyak hal yang saya kurang pahami

Selama saya menggunakan platform chatting sangat membantu

Pengalaman saya menggunakan platform chatting room itu sangatlah efektif dalam mendapatkan informasi

Sangat baik,saya bisa melihat update tentang materi yg tertingal

Bagus aja

Pengalaman saya mengunakan platform chatting room adalah bisa mengirim chat,foto,video,file dan lainnya.

kurang mengerti menggunakan aplikasi nya

Figure 2. Chat room

The habituation that continues to be carried out by students in carrying out online learning creates strengthening and motivation in themselves to try all applications, especially those used by lecturers, both self-taught and learning through guides. In line with the phrase (Susilo et al., 2020) The level of student literacy through online learning can increase because students are more active in providing feedback and the ability to understand computers and their applications.

Student responses via the form to the question and answer platform after running 4 online lecture implementation meetings:

Bagaimana pengalaman anda mengenai penggunaan platform tanya jawab?

122 tanggapan

Bagus
Saya belum pernah menggunakan platform tanya jawab
Open study
Belum pernah menggunakan
Study
Saya kurang tau ,saya belum pernah menggunakan platform tersebut
Cukup membantu
Tidak pernah
Sangat seru

Figure 3. Frequently Asked Questions

The responses given to the question and answer platform are according to filling in the form, it turns out that new students know in college such as quizzes and kahoots. Preparation for online learning through a question and answer platform is applied when students are not enthusiastic about facing any large number of online assignments and low initial skills in using LMS BEL UBT.

D. CONCLUSION AND SUGGESTIONS

The initial readiness of students to face online learning is satisfying, proven enthusiastic about participating in PKMB and public lectures at zoom meetings, but only 5% have not been able to contribute optimally, whether the supporting facilities are inadequate to the perception of using each platform independently, especially LMS BEL UBT. Suggestions for the next researcher to prepare an offline learning model if it is found that students who do not have the supporting facilities and infrastructure at all to take part in learning in each course and give freedom if the use of teaching through zoom metting is used 2 to 3 students in 1 smartphone.

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