

Preferable Applications for Home-Based Learning during the Coronavirus (COVID-19) Outbreak in Indonesia Islamic Higher Education

Husni Husni, Didih Syakir Munandar, Abdul Azis, Dede Darisman, Soni Samsu Rizal

Abstract: This research seeks to explain the most liked and disliked home-based learning applications by students and lecturers in Islamic higher education institutions during the Coronavirus (COVID-19) outbreak in Indonesia. The study was conducted at one of the Islamic higher education in Indonesia, Institut Agama Islam Darussalam (IAID) Ciamis, West Java, Indonesia. The study used a survey method involving 55 samples of lecturers and 145 samples of students. Data were collected using a Google Form questionnaire. Research findings indicate that the prevalence of lecturers and students on online learning applications, including their perceptions about the effectiveness or ineffectiveness of those applications, is driven by personal interests and motives, financial aspects, and like or dislike factors. An application is called useful to achieve learning objectives, according to them, not based on objective and factual considerations, but because of personal concerns.

Keywords: Home-based learning applications, online learning, Coronavirus (COVID-19), Islamic higher education.

1. INTRODUCTION

The spread of Coronavirus (COVID-19) outbreaks in the world, including in Indonesia, has a severe impact on educational activities. Government policies on social distancing and physical distancing, followed by a stay at home policy, have changed educational policy too, including in Islamic higher education institutions. The government prohibits learning activities in class regularly, which involves a large number of students. The government forbids the academic and non-academic activities on the campus. All activities of students, lecturers, and administration staff must be carried out independently, individually, and do not involve the gathering of more than three people. The government's ban on organizing academic and non-academic activities on the campus then responded by the management of Islamic higher education institutions through the implementation of home-based learning activities or online learning. The lecturers and students, like or not, must learn from home. The campus must be empty and sterile from lecturing activities. All educational activities must be done online, from home, individually, and all students and lecturers may not come to campus. As well as the policies of several major cities in the world, Indonesia Islamic higher education management establishes the campus lockdown policy. After the government banned education and learning activities on campus, then campus management introduced home-based learning or online learning to all students and lecturers. Indeed, some of the members of the

Islamic higher education are already proficient in using online lecturing applications. However, some of them are not yet proficient in using online learning applications. For students and lecturers who are not familiar with using online learning applications, the campus makes guidelines about the instructions and step by step for using several online learning applications. After one week, the lecturers and students reviewed the directions for using some online learning applications, and they were asked to practice home-based learning activities immediately. However, in implementing online lectures, students and lecturers face obstacles. Their choice of online lecture applications varies. Some people want to use the Zoom application, Google Classroom, Edmodo, Google Meet, Sevima EdLink, Microsoft Office 365 Education, Moodle, Blackboard CourseSites, Schoology, Latitude Learning, Quipper, or even the social media applications, like Facebook, WhatsApp, Youtube, and Line. There are several reasons given by students and lecturers, why they choose specific online learning applications. These factors are the practicality of the application, the difficulty or simplicity of the form, the required internet quota, the attractiveness of the application, the habit factor, the prestige, the signal strength needed for the application, and others. This study seeks to explain the most preferred and intensely disliked online learning applications or home-based learning applications by students and lecturers in Islamic higher education institutions.

II. LITERATURE REVIEW

When the Chinese faced the threat of spreading COVID-19, the Chinese government took the initiative to make an emergency policy to stop educational activities in schools and replace it with home study. However, there are ambiguities and disagreements about what should be taught, how to teach, the workload of educators and students, the teaching environment, and the implications for equitable education (Zhang, Wang, Yang, & Wang, 2020). Some of the difficulties faced by the policy include weaknesses in online teaching infrastructure, lack of educator experience, information gaps, a complex environment at home, and so on. To overcome this problem, many researchers suggest that the government further promotes the development of educational information technology infrastructure, the development of standardized home-based learning applications, conduct online teacher

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training. Research conducted by Volungevičien, Teresevičien, and Ehlers shows that online learning must function as a solution for changes to the higher education curriculum to respond to the learning needs of digital and networked communities. (Volungevičien, Teresevičien, & Ehlers, 2020). The findings of this study support the need to change the pedagogical approach from teacher-centered to multidimensional teaching models that are student-centered small groups, which further raise challenges and research dilemmas for the academic community, to integrate essential elements of change in practice university. Research conducted by Trespalacios and Lowenthal shows that students in online education programs prefer learning with practical content, ongoing interactions, and direct projects. They do not like education that is too theoretical (Trespalacios & Lowenthal, 2018). The survey conducted by Ivanyuk and Ovcharuk shows that students prefer to use Google Classroom applications (Ivanyuk & Ovcharuk, 2020). Meanwhile, other research shows that class discussion activities are more effective when using the Zoom application (Barbosa & Barbosa, 2019). Project-based learning, as the results of Doubet and Carbaugh's research, is more effective using Skype, Zoom, and Empatico applications (Doubet & Carbaugh, 2019). The study of Miguel Alonso Canizares Mena and Pedro Teixeira Isaias from The University of Queensland produced a number of online applications that were popular with students. According to the study, the most popular platforms are as follows: (1) The most popular learning management system is Moodle. (2) Online learning devices is laptops. (3) The social networking platform is YouTube (4) Telecon-ference technology is Skype. (5) The collaboration tool is the Google suite. (6) Gamification tools is Classcraft. (7) Active learning platforms are Kahoot, MOOCs, Coursera (Mena & Isaias, 2019).

III. METHODS

This research uses a survey method. The study was conducted on students and lecturers of Institut Agama Islam Darussalam (IAID) Ciamis, West Java, Indonesia. Data were collected from 200 samples (145 students and 55 lecturers). Data collection uses a questionnaire that has been tested for validity and reliability. The use of Google Form-based questionnaires is undoubtedly more productive and more accessible, especially when the public is facing a COVID-19 pandemic. Questionnaire sent via e-mail, telephone, and WhatsApp messages. The data then analyzed using descriptive statistical analysis and presented in tabular and graphical format.

IV. RESULTS AND DISCUSSION

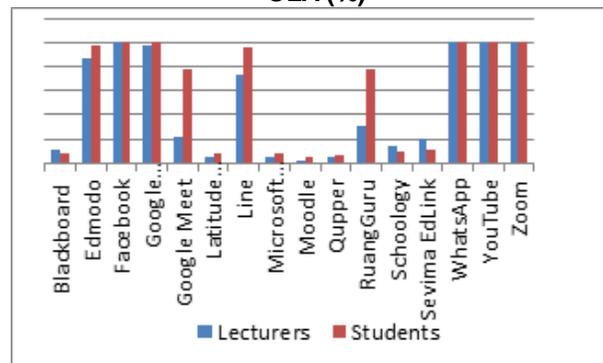
The results of this study are described based on the following indicators (1) online learning applications known by lecturers and students; (2) online learning applications used for lectures during the COVID-19 pandemic; (3) the most liked online learning applications; (4) the reasons why like specific online learning applications; (5) the most disliked online learning applications; (6) the reasons why dislike specific online learning applications; and (7) the most effective online learning applications for home-based learning processes. All online learning applications are known, both by students and especially lecturers. This can be seen in Table 1 below.

Table 1. Knowledge of Lecturers and Students about OLA

OLA	Lecturers	Students
Blackboard CourseSites	5	13
Edmodo	39	152
Facebook	45	155
Google Classroom	44	155
Google Meet	10	121
Latitude Learning	2	13
Line	33	149
Microsoft Office 365	2	12
Moodle	1	7
Quipper	2	9
RuangGuru	14	121
Schoology	6	15
Sevima EdLink	9	16
WhatsApp	45	155
YouTube	45	155
Zoom	45	155

The table shows that most lecturers and students are familiar with online learning applications, although to varying degrees. There are nine online learning applications that are very popular among students and lecturers of IAID Ciamis-Indonesia: Facebook, WhatsApp, YouTube, Zoom, Google Classroom, Line, RuangGuru, Edmodo, Google Meet. If the table is presented in graphical form, it will look like this.

Figure 1. Knowledge of Lecturers and Students about OLA (%)



Uniquely, there are three social media (Facebook, WhatsApp, YouTube) that are seen as part of online learning applications. It shows that students and lecturers not only use social media to build social networks, friendships, content sharing, collaborate, creativity building, share information, ideas, interests, economic and business development, but also for the sake of education and learning.

From the sixteen online learning applications are known by students and lecturers, not all apps are used in online learning activities. They only used five apps during the COVID-19 pandemic. The five applications are WhatsApp, Google Classroom, Zoom, YouTube, and Facebook, with a frequency of use that also varies, as shown in the following table.

Table 2. Using Online Learning Applications (OLA) during the COVID-19 Pandemic

OLA	Lecturers	Students
WhatsApp	45	155
Google Classroom	41	155
Zoom	41	129
YouTube	27	132
Facebook	13	102

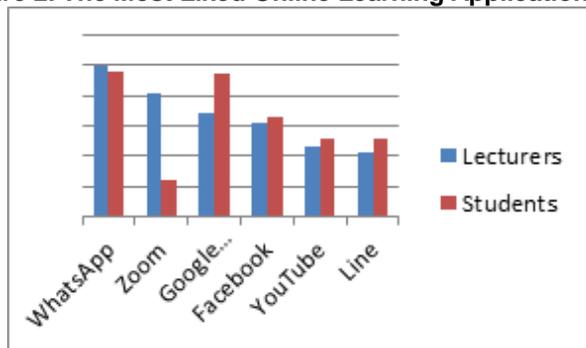
Lecturers and students most often use the WhatsApp, Google Classroom, and Zoom applications for home-based learning. Lecturers and students have differences regarding the most liked online learning applications. The most preferred OLA by lecturers in sequence from the most preferred is WhatsApp, Zoom, Google Classroom, Facebook, Youtube, and Line, while the OLA most preferred by students sequentially starting from the highest is WhatsApp, Google Classroom, Facebook, Youtube, and Line as shown in the following table.

Table 3. The Most Liked Online Learning Applications

OLA	Lecturers	Students
WhatsApp	45	149
Zoom	37	37
Google Classroom	31	147
Facebook	28	103
YouTube	21	79
Line	19	79

It's interesting to note why the Zoom application is top-rated among lecturers, but among students, it is just the opposite. There were only 37 people out of 155 students who liked the Zoom application. Maybe it's caused by facts or rumors that say the use of the Zoom application causes the internet quota to run out quickly. If the table is changed into a graph, it will look as follows.

Figure 2. The Most Liked Online Learning Applications (%)



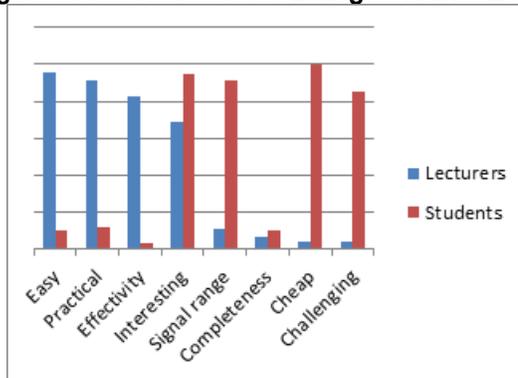
The reasons lecturers and students why they prefer specific online learning applications are very different. Lecturers who prefer WhatsApp, Zoom, Google Classroom, Facebook, Youtube, and Line based on the reasons of easiness, practical, effectiveness to achieve learning objectives, exciting, broad signal range, completeness of the application, cheap (save quota), and challenging, as shown in the following table. At the same time, students consider preferring an application based on the following reasons low price, attractiveness, wide range of signals and challenging.

Table 4. The Reasons for Liking Certain OLA

Reasons	Lectures	Students
Easy	43	16
Practical	41	19
Effectiveness	37	5
Interesting	31	147
Broad signal range	5	141
Completeness	3	16
Cheap (save quota)	2	155
Challenging	2	132

It shows that the price, quota, attractiveness, signal coverage, and challenge factors are not considered by the lecturers. The lecturers consider factors of convenience, practicality, effectiveness, and attractiveness. On the other hand, students do not consider the reasons for ease, practicality, effectiveness, and attractiveness. See the following figure.

Figure 3. The Reasons for Liking Certain OLA (%)



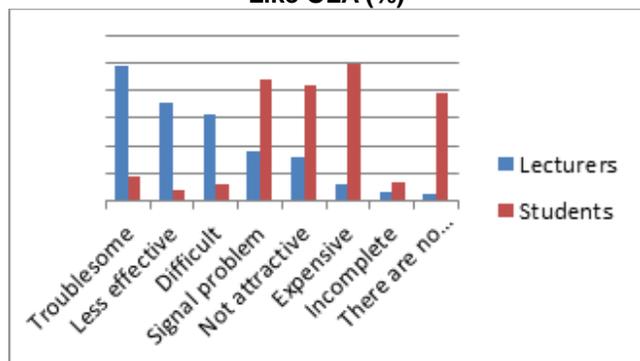
The most disliked online learning applications by lecturers in sequence starting from the least preferred are Line, YouTube, Facebook, Zoom, Google Classroom, and WhatsApp; meanwhile, the most disliked online learning applications by students sequentially starting from the least preferred are Zoom, YouTube, Facebook, Line, Google Classroom, and WhatsApp. Below is a table of survey results from both groups of respondents.

Table 5. The Most Disliked Online Learning Applications

OLA	Lecturers	Students
Line	39	15
YouTube	27	131
Facebook	19	17
Zoom	14	139
Google Classroom	9	11
WhatsApp	3	7

The table above is aligned with the table of online learning applications most preferred by both students and lecturers. Students dislike the Zoom and YouTube applications because both of these applications quickly consume internet quota. Meanwhile, lecturers did not like the Line and YouTube applications because they were not useful for learning and lacked support for interactive learning. The reasons lecturers and students do not like online learning applications can be seen in the figure below.

Figure 4. The Reasons Why Lecturers and Students Don't Like OLA (%)



There are striking differences in the argument between lecturers and students. The lecturers don't like OLA because it is more complicated, ineffective, and difficult to use, while the main reasons for students are expensive, signal problems, unattractive, and not challenging.

Finally, perceptions of lecturers and students about the effectiveness of online learning applications also differ. According to the lecturers, the most effective online learning applications for home-based learning processes (sorted from the most effective) are Google Classroom, Zoom, Facebook, WhatsApp, YouTube, and Line. However, the most effective online learning applications, according to students (ranked from the most effective), are Google Classroom, WhatsApp, Zoom, YouTube, Facebook, and Line.

It shows that the effectiveness of online learning applications, both according to the lecturers and according to students, is measured based on their interests, their financial abilities, and their likes and dislikes, not based on objective and factual considerations.

V. CONCLUSION

Although almost all lecturers and students already know about online learning applications, yet they only use a few applications: WhatsApp, Google Classroom, Zoom, YouTube, and Facebook. The reasons lecturers prefer these applications are based on convenience, practicality, effectiveness, and attractiveness considerations, while student reasons are based more on price, quota, attractiveness, signal coverage, and challenge factors. The most disliked online learning applications are Line, YouTube, Facebook, Zoom, Google Classroom, and WhatsApp; meanwhile, the most disliked online learning applications by students are Zoom, YouTube, Facebook, Line, Google Classroom, and WhatsApp. Below is a table of survey results from both groups of respondents. The most effective online learning apps, according to the lecturers, are Google Classroom, Zoom,

Facebook, WhatsApp, YouTube, and Line. However, the most effective online learning applications according to students are Google Classroom, WhatsApp, Zoom, YouTube, Facebook, and Line

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