



The Impact of Covid-19 on Online Learning Activities at The University of The Helvetia Medan Health Institute

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Abstract

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COVID-19 is a disease outbreak that originated in China that is spreading rapidly throughout the world. COVID-19 spread in Indonesia in mid-March 2020. The spread of this virus caused losses to many countries, especially in the economic sector. In the field of education, COVID-19 also drastically changes the learning model; All learning activities are carried out online, starting from elementary school to university level. This research is a qualitative descriptive study that describes online learning activities at the Helvetia Institute of Health after it has been determined that all learning activities are carried out at home using online mode. The subjects consisted of 4 students and 3 lecturers at the Helvetia Institute of Health. Data collection using interviews. Based on the results of interviews, online learning activities at the Helvetia Institute of Health have been effective by using the Zoom, Google Classroom, Schoology, Webex, E-Learning, WhatsApp, and Cloux applications. Obstacles in the implementation of online learning are the problem of internet connection and inadequate economy.

Introduction

Several people have observed various pandemics that endanger the world. Observation through stages is very difficult because the opponent that will be faced is an invisible virus, the virus is the COVID-19 coronavirus (Windhiyana, 2020). Initially observed in Wuhan Province, China, it is now spreading rapidly around the world. Coronavirus is a family of viruses that cause diseases ranging from mild to severe symptoms, the type of coronavirus is known to cause diseases that can cause severe symptoms such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS) (Hosseiny et al., 2020).

The World Health Organization named the new virus Severe acute respiratory syndrome coronavirus-2 (SARS-CoV-2) and the name of the disease as Coronavirus Disease 2019 (COVID-19) (Lai et al., 2020). The most common symptoms of COVID-19 include symptoms of acute respiratory distress such as fever, shortness of breath, and dry cough. These symptoms appear when the body reacts against the Coronavirus (Windia et al., 2020). Health workers play an important role in responding to the COVID-19 outbreak and being the backbone of a country's defense to limit or tackle the spread of disease. COVID-19 (Zhou, 2020).

Some things that must be done in preventing the virus are carrying out hand hygiene using a hand sanitizer if the hands do not look dirty or washing hands with soap if the hands look dirty,

avoiding touching the eyes, nose, and mouth, practicing ethics of coughing or sneezing by covering the nose and mouth with the arm over the inside or tissue, then throw the tissue in the trash, wear a medical mask if you have respiratory symptoms and do hand hygiene after throwing out the mask, keeping a distance (at least 1 meter) from people who experience respiratory symptoms.

It is suspected that COVID-19 first appeared in Wuhan, Hubei Province, China. This virus is thought to have emerged because of a food market in Wuhan that sells various types of live and dead animals (Santoso & Santosa, 2020). This virus has spread throughout the world, including Indonesia since early March 2020. The Indonesian government has immediately followed up on the case. One of the government's actions is to carry out Social Distancing for 14 days to minimize the spread of the virus. According to the Center for Disease (CDC) (Lokida et al., 2020). Social Distancing is staying away from associations, avoiding mass gatherings, and maintaining the distance between people. Social restrictions/distancing are taken to prevent transmission of COVID-19 so that it does not spread widely in Indonesia. Social Distancing is very influential in preventing the spread of COVID-19.

The impact of the COVID-19 caused the economy in Indonesia to decline, dropped the rupiah exchange rate, and the prices of goods rose, especially medical devices. This also has an impact on the education system in Indonesia. The result of the decision from the minister of education that all learning activities both in schools and colleges are carried out in their respective homes through the available application. The Minister of Education issues a Circular Letter Number 3 of the Year 2020 About the Prevention of Corona Virus Disease (COVID-19) In the Education Unit which states that schools and colleges are closed. This is done to meet us the chain of distribution of COVID - 19, instead of learning activities that are carried out online for all levels of education.

The University of Helvet Health Institution is one of the universities implementing this policy. A form of information technology development that can be used as a learning medium is using e-learning (WFH learning) (Hartanto, 2016). Online learning is defined as a computer network that is interconnected with other computer networks all over the world (Pawellangi & Susetyo, 2011). This e-learning application can facilitate training and learning activities as well as formal and informal teaching and learning processes, as well as facilitating activities and communities for users of electronic media, such as the internet, intranet, CD-ROM, video, DVD, television, cellphone, PDA, and others (Sulastri & Hakim, 2014). In the application of e-learning (online learning), lecturers and students have their respective roles. Lecturers have a role as facilitators and guides in learning activities, while students have a role as knowledge constructors, independent learners, and problem solvers (Maudiarti, 2018).

In addition, the term E-learning (online learning) includes various applications and processes such as computer-based learning, web-based learning, virtual classrooms, virtual Schoology, virtual Zoom, and other applications. This online learning activity is carried out to replace direct learning activities. Online learning has several weaknesses, namely the use of the internet network requires adequate infrastructure, requires a lot of money, communication via the internet has various obstacles/slow (Setyoningsih, 2015).

Even though there are obstacles to online learning, it can be said to be effective if students can achieve learning goals and students are active with the interaction between lecturers and students in learning and not only centering on lecturers. One of the main characteristics of student learning that really stands out is the ability and willingness in the learning process by directing the learning process according to the needs he wants or also known as self-directed

learning or often abbreviated as SDL (Wicaksono, 2012).

The learning process using SDL is considered successful if students have been able to direct the learning process without the help of the learners (Karo-Karo & Rohani, 2018). E-learning (online learning) is one of the lessons that has been widely used in higher education today since its publication as regulated in Article 31 of Law No. 20 of 2003 concerning the National Education System, which is about distance learning. The Helvetia Institute of Health has been providing online learning for a long time, which was designed by the BTSI (Bureau of Technology and Information Systems) called f-learning. Some lecturers use this learning through f-learning, while some other lecturers use online learning using applications such as Schoology, Google Classroom, Edmodo, and other applications. The implementation of online learning is to anticipate if lecturers cannot face to face with students and to face sudden obstacles such as the COVID-19 pandemic that has shocked the whole world, causing all human activities to be restricted.

Several online learning models according to (Vahlia, 2017) in the book *Networked Learning: The Pedagogy of The Internet* explain that there are three models of e-learning models, namely (1) Web Course, which is a lecture conducted via the web, is whole online learning that there is a pattern of communication between students and lecturers which is dominated by remote systems via the web/internet and face-to-face meetings do not occur. All teaching materials, assignments, consultations, exams, and other learning activities are delivered via the internet. (2) Web-Centric Course, which combines. Distance learning and face-to-face online in this model lecture material is partly provided on the web and partly through face-to-face, and the functions are complementary. (3) Web-Enhanced Course, namely lectures that are enhanced through the use of the web/internet. Learning occurs reciprocally between lecturers and students as well as learning centered on the web/internet.

As for the advantages of doing online teaching, the only thing is to increase the level of interaction between students and lecturers/teachers, learning can be done anywhere and anytime (time and place flexibility), Reaching out to students in broad coverage (potential to reach a global audience), and facilitate the improvement and storage of learning materials (easy updating of content as well as archivable capabilities) (Waryanto, 2006). This learning model utilizes technology, especially in helping lecturers and students, especially in managing learning activities (Jamil, 2018). With this information technology can act as a medium that provides between students and lecturers, learning resources, and means for efficient evaluation of learning (Rahman et al., 2014).

The advantage of using online learning is that learning is independent and high interactivity, it can improve memory levels, gives fish more learning experience, with text, audio, video, and animation which are all used to convey information, and also give fish the ease of watching fish, update content, download, students can also send e-mails to other students, post comments on discussion forums, use chat rooms, and link videoconferences to communicate directly (Waryanto, 2006). The policy made by the leadership of the Helvetia Health Institute was carried out in order to reduce the graph of the spread of COVID-19 which is increasingly increasing the number of deaths and infections. Based on this, the researcher wants to research how the impact of COVID-19 on WHF online learning at the Helvetia Institute of Health.

Methods

This research is qualitative. Qualitative research is research based on the post-positivism philosophy which is used to examine the condition of natural objects where the researcher is the

key instrument and the results of his research emphasize the meaning of generalization (Nurdin & Hartati, 2019). Descriptive research is research conducted to describe a variable, either one or more (independent) variables without making comparisons, or connecting one variable to another (Satiman, 2018). subject conducted by interview. Taking the subject using the snowball throwing method. The subjects consisted of 3 students and 2 lecturers at the Helvetia Institute of Health. The research instrument consisted of research as the main instrument with an interview aid instrument. The data in this study are in the form of online interviews via WhatsApp which is the answer from the subject which is a description of the influence of COVID-19 on the Helvetia Health Institute.

Table 1. The following interview guidelines are used:

Interview guidelines

Subject	Questions
Lecturer and Students	1. How is the implementation of learning activities at the Helvetia Institute of Health after the COVID-19 pandemic? 2. What applications do lecturers use to carry out online learning activities? 3. How is the implementation of online learning using the application? 4. What are the results of online learning?

As for interviews conducted with lecturers 1 who have prepared virtual classes since the beginning of the semester, online learning activities are running smoothly, learning can still be done face-to-face through the Zoom Meeting application, lecturers can see students who are paying attention or not paying attention, discussions can be carried out in a flexible and fun way, Even though there are obstacles for students whose environmental conditions are inadequate so that it is difficult to signal and makes it slow. Meanwhile, lecturer online lecture 2 learning activities are carried out through Google Classroom and Zoom. Google Classroom is used to share information and material and Zoom is used to attend students and discuss material that has been shared. Lecture activities through Zoom are fun and flexible. The constraints experienced in online learning are the problem of an unstable internet connection, but learning continues. Lecturers make a strategy when lectures are carried out in the morning because the internet connection is smooth. Online learning by lecturer 2 has been effective. Meanwhile, interviews with student 1 in implementing online learning activities have been effective because learning activities are going well even though the internet connection is not supported so that there is some information that is unclear, but if the information is not clear, students are asked to ask questions and the lecturer will explain the material presented again. Student 2 and student 3 did not have many different opinions with student 1.

Results and Discussion

Table 2. The following is a snippet of interview 1:

P	How was the implementation of learning activities at the Helvetia Health Center after the COVID-19 pandemic occurred?
M1	Learning is done online.
Q	What applications do lecturers use to carry out online learning activities?
	M1: The applications my lecturers use are Schoology, Google Classroom, and Zoom.

- Q How is the implementation of online learning using the application?
- M1 The implementation is going well, but there are problems in using the Zoom application, namely the problem of slow internet connection and consuming quota quickly. So that there are some materials that are unclear, but the lecturer always repeats when the connection is not good. but online learning is not effective enough

Meanwhile, according to student 2 online learning is carried out to complete unfinished lectures, because the delivery of material and understanding of some students has not deepened so that students find it difficult to understand the meaning of the assignment. Due to internet connection constraints, the application used is no different from student 1.

Table 3. The following is a snippet of interview 2:

- Q How was the implementation of learning activities at the Helvetia Health Institute after the COVID-19 pandemic?
- M2 Online learning as a path to connect unfinished learning.
- Q What applications do lecturers use to carry out online learning activities?
M2: Using Zoom, Schoology, and Google Classroom.
- Q How is the implementation of online learning using the application?
- M2 The learning is quite effective, but there is a problem when using the Zoom application, namely an internet connection which results in unclear material delivery, consuming a lot of quotas and lecturers explain again if the students are not clear. Class hours are conducted flexibly.

The opinion of student 3 is not much different from student 1, namely that online learning carried out at the Helvetia Health Center has been effective because many lecturers provide different online learning systems such as Zoom, Schoology, Google Classroom and various other types of applications, The obstacle conveyed by student 3 agreed with student 1, namely the problem with the signal.

Table 4. The following is an excerpt from interview 3:

- Q How was the implementation of learning activities at the Helvetia Institute of Health after the COVID-19 pandemic?
- M3 Learning is carried out online by the lecturer.
- Q What applications do lecturers use to carry out online learning activities?
M3 Lecturers use the Zoom, Schoology, and Google Classroom applications.
- Q How is the implementation of online learning using the application?
- M3 Online learning has been effective because lecturers provide different online learning. But when using the Zoom application there is an obstacle, namely an internet connection that requires a strong signal if the student environment is less supportive, it will be slow, for Schoology and Google Classroom there is no problem.

From the point of view of lecturer 1, he argued that he had prepared this learning since the beginning of lectures for the implementation of the lectures he taught. So it doesn't matter if

the campus applies an online learning system. Applications used in lecture activities are Edmodo and Zoom. He did not experience any problems in online lecturing activities, but there were obstacles to his students, namely signal problems and quota constraints.

Table 5. Following are excerpts of lecturer interviews 1 Entrepreneurship Subject

Q:	How was the implementation of learning activities at the Helvetia Health Institute after the COVID-19 pandemic?
D1	Keep walking and continue the virtual class that I created.
Q	What applications do lecturers use to carry out online learning activities?
D1	The applications I use for my class are Zoom and Edmodo. For Edmodo, I use it to share material in the form of files for Zoom, I use for discussions.
Q	How is the implementation of online learning using the application?
D1	In my opinion, learning has been effective, there are no obstacles but instead, there are obstacles to students, namely internet signal and quota. Because when using the Zoom application requires a lot of quotas and a strong internet network.
p	How are the results of online learning?
D1	The results are not visible yet because they haven't reached the final assessment stage of the semester.
D2	For the results, I cannot say because the learning activities have not been completed so I have not seen the results of the students.

The results of the study can be concluded that the impact of COVID-19 on online learning activities at the Helvetia Institute of Health by lecturer 1 in the Education Management Course. Meanwhile, according to lecturer 2 lecture activities after the spread of COVID-19, lecture activities at the Helvetia Institute of Health use an online learning system, in this online learning activity is always monitored by the Study Program or institution that coordinates the implementation of learning on campus. The applications he uses are Google Classroom and Zoom. The Zoom application tends to make students focus more on lecturers and lecturers can see the faces of students one by one compared to direct learning. Learning through Zoom that he teaches is fun. According to him, online learning has been effective but also has problems, namely internet connection problems. This learning cannot be said to be successful because it has not yet reached the stage of giving grades to students.

Table 6. The following is an excerpt from the interview for lecturer 2 with the Food Nutrition Analysis Course

Q	How is the implementation of learning activities at the Helvetia Institute of Health where the COVID-19 pandemic occurs?
D2	It is still running with online learning but continues to be monitored by the Study Program
Q	What applications do lecturers use to carry out online learning activities?
D1	I use Google Classroom to share information related to my courses and I use Zoom for discussions and student attendance.

- Q What applications do lecturers use to carry out online learning activities?
- D1 In my opinion, learning has been effective, there are no obstacles but instead, there are obstacles to students, namely internet signal and quota. Because when using the Zoom application requires a lot of quotas and a strong internet network.
- p How are the results of online learning?
- D1 The results are not visible yet because they haven't reached the final assessment stage of the semester.
- D2 For Google Classroom, I use it to share information related to my course and for Zoom, I use it for discussions and student attendance.

The implementation of learning through Zoom is more fun because I can be effective by using the Edmodo and Zoom applications that he has prepared since the beginning, learning can run as a connector to complete unfinished learning activities. The obstacles experienced by students were internet connection problems and student quotas.

While online learning for lecturer 2 in the Scientific Paper Writing Course, learning runs smoothly, lectures are carried out flexibly. The application used is Google Classroom as a place to send material and Zoom is used for attendance and student discussions. This online lecture is conducted to complete unresolved learning activities. Learning through Zoom which was taught by lecturer 2 was fun because students became active and lecturers 2 could see the students' faces one by one so that learning could be said to be effective, even though there were obstacles to the internet connection, learning continued with learning carried out flexibly.

The results of the student interviews can be concluded that online learning as one of the ways to connect learning that has not yet been completed is one of the solutions at the Helvetia Institute of Health as a substitute for face-to-face learning activities, even though there are obstacles, learning is still going well. Applications used for online learning are Zoom, Google Classroom, and Schoology.

Conclusion

Online learning at the Helvetia Institute of Health runs well and effectively because it can complete unresolved lectures with general obstacles, namely student signal and quota problems. The media used in online learning at the Helvetia Institute of Health are using the Zoom, Schoology, Edmodo, and Google Classroom applications. From the results of this research interview, there are suggestions to improve this online learning for the next semester if learning is fully carried out online in the face of the COVID-19 pandemic at the Helvetia Institute of Health by providing internet quota subsidies for students so that learning activities run smoothly and students not complaining about the problem of purchasing quotas that become heavy in the pocket.

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