

Implementation of the Policy for Implementing Online Learning in the Era of the Covid-19 Pandemic at Army Officer Candidate Schools

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Abstract: The Indonesian government has implemented various regulations to suppress the Covid-19 case. The majority of these policies limit mass activities, such as education. Thus, online education policies were initiated via various platforms with the need for access via the internet. However, military education institutions such as Secapa AD require face-to-face interactions and field-based learning to obtain appropriate learning outcomes. Therefore, a special policy was created for Diktukpassus T.A. 2021 which briefly has a quarantine period at the beginning of education. This period was filled with online learning. Various challenges, both external and internal, must arise. This research will reveal the opinions of students and teachers regarding the implementation of online learning using the interview and FGD methods. In the end, the respondents' sentiments led to the choice of studying offline rather than online. However, respondents also felt that online learning had a positive side and room for growth.

Keywords: Covid-19, Diktukpassus, Military Education, Online learning

A. Introduction

Covid-19 is an infectious disease caused by a newly discovered coronavirus. Even though it mostly attacks the elderly, this virus can actually attack anyone, from infants, children, to adults. This corona virus can cause mild disorders of the respiratory system, severe lung infections, to death. This has made several countries establish policies to impose lockdowns in order to prevent the spread of the corona virus (Muda, I., 2020). In Indonesia itself, a Large-Scale Social Restrictions (PSBB) policy was implemented to suppress the spread of this virus. Because Indonesia is implementing PSBB, all activities carried out outside the home must be stopped until this pandemic subsides. Some local governments have decided to implement policies to dismiss students and start implementing online learning methods (in the network) or online. This government policy was effectively implemented in several provinces in Indonesia on Monday, March 16, 2020, which was also followed by other provincial areas. The online learning system (in the network) is a learning system without face-to-face meetings between teachers and students but is carried out online using the internet network. The teacher must ensure

that teaching and learning activities continue, even though students are at home. The solution, teachers are required to be able to design instructional media as innovation by utilizing online media (online) (Mather, M., & Sarkans, A. 2018).

The latest pandemic that Indonesia began to experience in 2020 or called the Covid-19 pandemic was caused by the SARS-COV-219 virus. It is suspected that the virus originated from bats and is transmitted via humans. This virus infection was first discovered in Wuhan, China. The impact of the virus on humans varies, it can have mild, moderate, severe symptoms that can cause death. This virus is a virus that attacks the human respiratory system and spreads through air transmission. This causes restrictions regulated by the government to reduce the spread of the Covid-19 pandemic (Kurniawan, D., 2021).

In order to reduce the spread of Covid-19, restrictions on education were also implemented. From various levels of education, from elementary to university, almost all of them are required to carry out PJJ (Distance Learning) using the online method. This policy also applies to the military education environment. In 2020, there was a cluster of the spread of Covid-19 at Secapa AD (Army Officer Candidate School) which caused more than 1,000 personnel, both students and organics, to be exposed to and positive for Covid-19. With good medical mitigation and coordination, this incident does not have an impact on death and is an example of success in dealing with the Covid-19 cluster.

As a military educational institution where the majority of education must be carried out hands-on, Secapa AD certainly faces challenges in order to obtain the desired learning outcomes while still ensuring the health of the students, trainers and military teachers (military teacher) involved (Jorgensen, B., 2003). In the Education for the Formation of Officers (Diktukpasus) for the 2021 Fiscal Year, students are required to carry out a two-week quarantine in the barracks before conducting offline learning. During this time, learning is carried out online through the Zoom Meeting application. Diktukpa students consist of members of the Indonesian Army at the non-commissioned officer level who will be formed into officers with the rank of second lieutenant for three months of education and at least 50 years old. The generation that is aged at that number is the baby boomer generation who are relatively unfamiliar with digital technology. This is a challenge for the implementation of online education. Therefore, this research will reveal the opinions of students and struggles regarding online education in the Secapa AD environment, including how students face the challenge of culture shock to the digital technology used. Taking into account the initial facts above, this study hypothesizes that the students of Diktukpa T.A. 2021 prefers to carry out education using online methods rather than offline.

During the nearly two years of experiencing the COVID-19 pandemic, the Government of Indonesia has issued various regulations to reduce the transmission of the Sars-COV-2 virus that causes COVID-19. Various kinds of restrictions, ranging from the PSBB in mid-2020 to the current PPKM, have been implemented. COVID-19 cases always show an increasing trend when there are long holidays (for example Eid holidays)

and decrease after activity restrictions are implemented. However, the transmission of COVID-19 is not the only parameter for the country's success in tackling COVID-19. Restrictions on activities greatly impact the economic sector. When the COVID-19 case increases, restaurants are not allowed to carry out dine-in activities, shopping centers only open essential sectors, and maximum office activities are only in critical sectors (Wong, I. C., 2020).

Education is one of the areas affected by the pandemic. Learning using the online method logically can be a trivial solution in reducing the possibility of transmitting COVID-19 in the school environment. However, its implementation is not that easy. Indonesia with its demographic diversity has many challenges. With various economic backgrounds, people cannot be considered equally ready to carry out online learning. In addition, accessibility to the internet network is a challenge for those who are geographically quite remote. Apart from external factors, students' literacy of digital technology devices used to carry out online learning is also an obstacle to sustainability (Hyun, C. C. et al., 2020).

Every educational institution is experiencing adjustments to the COVID-19 pandemic. As an educational institution that normally uses practical methods and direct field learning, the Army Officer Candidate School (Secapa AD) tries to maintain learning outcomes that are in accordance with the directions of the KSAD (Army Chief of Staff) in forming officers within the Army. The military education environment presents challenges for COVID-19 mitigation strategies in the education sector. With the high urgency of face-to-face education, planners must think hard about how students attending from all over Indonesia can safely carry out educational activities. Learning from experience as a cluster for the spread of COVID-19, Secapa AD is currently implementing strict and logical protocols. Students are required to quarantine for two weeks and carry out online learning after passing the PCR test upon arrival at Secapa AD. However, again the internal factors of students can affect the implementation of online education (Azzahra, 2020).

Online learning is an educational innovation that involves elements of information technology in learning. Brave learning is a distance education system with a group of teaching methods where there are teaching activities that are carried out separately from learning activities (Mustofa, et al, 2019). The environment is everything that exists in the natural environment that has a certain meaning or influence for individuals (Pratama, A, P. 2021). The learning environment closest to students is the family environment. The family environment is the environment that is around individuals consisting of small social groups that have blood relations where the environment is the first and foremost educational environment because before humans get to know other educational institutions, this institution is the first to exist. Family education is said to be the main educational institution because in this environment it is revealed that the potential possessed by individuals is formed and partly developed. The family is the most important institution in the process of socializing a child, because it is the family that

influences each individual whether the next individual will become, whether the individual is a good individual or a bad individual (Basri, 2013).

B. Methods

This study uses two methods to answer the research objectives, quantitative and qualitative methods. This method is useful when both quantitative and qualitative methods are combined into one and are often called mixed methods. Joint research is the stage of data collection, data analysis, with a combination of sequential methods, namely quantitative and qualitative methods or vice versa. According to Sugiyono (2018) quantitative data is a research method that is based on positivistic (concrete data), research data is in the form of numbers that will be measured using statistics as a counting test tool, related to the problem being researched to produce a conclusion. while the qualitative research method is a research method that is based on philosophy, which is used to research in scientific conditions (experiments) where researchers as instruments, data collection techniques and in qualitative analysis put more emphasis on meaning (McKnight, P. E., & Najab, J., 2010).

The quantitative method involves a larger number of samples than the qualitative method. Both will be combined to produce the conclusions of this study (Cohen, I. et al 2009) First, the application of the quantitative method in this study involved 301 students and 32 military teachers. The total number of students in Diktukpa T.A. 2021 is 1000 students while for military teacher is 54 military teachers. Thus, the quantitative method has a confidence level of 95% (confidence range 5) for students and 95% (confidence range 10) for military teacher. This first method will use student representatives and military teacher to obtain primary data. The interview method chosen was to use the Google Form platform. The interview consisted of various statements about online learning. From this statement, respondents can choose a scale of 1 (strongly disagree) - 5 (strongly agree).

Furthermore, the results of the interviews were collected via Google Spreadsheet. For analysis, the Pearson Correlation parameter will be used which measures the linear correlation of two data sets. Pearson correlation quantifies the covariance of two variables and divides it by the product of their standard deviations. Suppose there are independent variables (X, Y), then the Pearson Correlation (ρ) calculation will follow equation (1). Pearson correlation is used to draw conclusions from the existing questionnaire by looking at the relationship between statements.

Another statistical parameter used in this study is the Mann-Whitney U test. This test is of the non-parametric type which will test the null hypothesis where for each selected X and Y value from two populations, the probability that X is greater than Y is equal to Y is greater of X. This test will aim to find out significant differences in the scores of students who tend to choose online or offline learning when online learning is carried out. In addition to the methods above, this research was also conducted using the FGD (Focus Group Discussion) method with six students. The discussions led to their personal experiences in moving from the military world which is full of field practice to online classes which only face screens. The discussion will be sparked by three streams of

questions, namely (1) opinions about online learning, (2) obstacles encountered, and (3) suggestions for improving online learning.

C. Results and Discussion

Result

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Interviews involved 301 students and 32 military teachers. The total number of students in Diktukpa T.A. 2021 is 1000 students while for the military teacher it is 54 gumil. Thus, the quantitative method has a confidence level of 95% (confidence range 5) for students and 95% (confidence range 10) for military teachers. In accordance with the interview methodology that has been written, the following interview results were obtained. Table 1 provides an overview of how students assess their readiness to carry out an online learning period. It can be noticed that the majority rated themselves ready from points one and two. However, points three and four show that they still need internal and external support in preparing for online learning (Fauzan, et al., 2019).

Table 1. Readiness of Students in Carrying Out Online Learning

No	Questions	Opinion Distribution					Average
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
1	I am a person who is familiar with technology	50,5	15,3	19,6	8,0	6,6	3,95
2	I am familiar with online learning platforms	50,8	18m3	17,9	50,8	5,3	4,02
3	I need more effort to learn how to use online learning platforms	51,83	17,3	16,3	6,6	8,0	3,98
4	I need to buy additional sets/facilities to support online learning	55,8	12,9	14,9	6,3	9,9	3,98

In Table 2, the distribution for opinions regarding how students perceive the influence exerted by online learning methods on them is shown. Obtained responses that tend not to round to one side (not polarized). But what can be said concretely is that in

this online learning method the interaction of teachers and students is indeed reduced and requires additional extra hours of study.

Table 2. Effects of Online Learning on Students

No	Questions	Opinion Distribution					Average
		Strongly agree	Agree	Neutral	Disagree	Strongly agree	
1	I feel more motivated to take classes online than offline	33,9	15,3	21,9	9,97	18,9	3,35
2	I feel more comfortable studying online than offline	31,6	15,6	20,9	10,6	21,2	3,3
3	The material presented is easier to remember when learning online than offline	26,9	11,6	22,3	14,9	23,9	3,02
4	I feel that teacher-student interaction is reduced when studying online	49,8	12,6	18,9	8,3	10,3	3,8
5	I feel like I have to learn more outside of class hours during online learning	47,8	12,6	23,9	6,9	8,6	3,8

Finally, for the student questionnaire, Table 3 provides an overview of the students' opinions of the implementation of online learning at Secapa AD that they felt during the two weeks of quarantine. Student opinions tend to lead to good implementation of online learning.

Table 3. Student Opinion on Online Learning at Secapa AD

No	Questions	Opinion Distribution					Average
		Strongly agree	Agree	Neutral	Disagree	Strongly agree	
1	I prefer to study online rather than offline	29,2	23,6	19,9	12,6	25,6	3,1
2	The military teacher prepares the material well to ensure the delivery of the material	73,1	12,9	9,3	1,3	3,3	4,5
3	The progress of online learning is good	54,2	18,3	18,9	2,7	5,9	4,12

Apart from reviewing from the student's point of view, this study also presented the results of the questionnaire to the military teacher. Table 4 shows the distribution of

opinions from the military teacher towards their own readiness to teach online. Because this is the third time, they have taught online, most of them are quite ready to teach online.

Table 4. Military Teacher Readiness in Teaching Online

No	Questions	Opinion Distribution					Average
		Strongly agree	Agree	Neutral	Disagree	Strongly agree	
1	I am a person who is familiar with technology	50	25	25	0	0	4,2
2	I am familiar with online learning platforms	46,9	18,8	25	9,4	0	4,03
3	I need more effort to learn how to use online learning platforms	43,8	9,4	31,3	6,3	9,4	3,72
4	I need to buy additional sets/facilities to support online learning	43,8	15,6	21,9	3,2	15,7	3,7

Table. 5 elaborates on the results of the military teacher questionnaire on their sentiments during teaching during the 2021 Diktukpa education period. It is important to note that the military teacher s tend to prefer teaching offline rather than online for various reasons, one of which is the possibility of cheating by students.

Table 5. Military Teacher's Opinion on the Implementation of Online Learning

No	Questions	Opinion Distribution					Average
		Strongly agree	Agree	Neutral	Disagree	Strongly agree	
1	I feel more motivated to teach online classes than offline classes	6,3	18,8	46,9	3,1	25	2,8
2	I feel more comfortable teaching online than studying offline	9,4	9,4	37,5	9,4	34,4	2,5
3	When conducting online learning, misinformation often occurs between teachers and students	40,6	15,7	31,3	3,1	9,4	3,8
4	I feel that teacher-student interaction is reduced when studying online	59,4	18,8	15,6	3,1	3,1	4,3
5	I feel that I have to increase the time for preparing teaching materials when doing online learning	25	25	34,4	3,1	12,5	3,5
6	I prefer to teach online than offline	6,3	6,3	43,8	9,4	34,4	2,4

7	During online learning, students are more active than offline learning	9,4	0	40,6	12,5	37,5	2,3
8	I feel that online learning is going smoothly	31,3	9,4	43,8	6,3	9,4	3,5
9	I feel that students are more likely to cheat online than offline	43,8	21,9	25	3,1	6,3	3,9

The results of the FGD conducted with six students can be seen in Table 6. Interviews were conducted in groups of three. In general, it can be noted that students need to make adjustments to online learning. However, such adjustments can be made immediately.

Table. 6 Results of FGD with students

Group	Opinions about online learning	Obstacles encountered	Potential improvements to online learning
1	<ul style="list-style-type: none"> - Startled - Need adaptation - Can't see the military teacher 	<ul style="list-style-type: none"> - Technical constraints 	<ul style="list-style-type: none"> - Using the raise hand feature on zoom
2	<ul style="list-style-type: none"> - Different ways of listening - Need extra focus 	<ul style="list-style-type: none"> - Signal - Unfavorable environment 	<ul style="list-style-type: none"> - Enough
3	<ul style="list-style-type: none"> - Good teaching and learning process - The serious mood is very awakened 	<ul style="list-style-type: none"> - Unable to operate the laptop at all 	<ul style="list-style-type: none"> - There is a socialization period for the use of online learning tools

Discussion

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Regarding the readiness of students in carrying out brave learning, the results show that the majority judged themselves as ready from points one and two, namely being familiar with technology and online learning platforms. However, the third point and fourth show that they still need internal and external support in preparing bold learning. Related to the effect of courageous learning on students getting responses that tend not to be unanimous to one side (not polarized). But what can be said concretely is that in this online learning method the interaction of teachers and students is indeed reduced and requires extra hours of extra lessons. Related to students' opinions on dare learning at Secapa AD, student opinions tend to lead to the implementation of dare learning which is already good. Regarding the readiness of military teachers to teach courageously, the results showed that most of them were quite ready to teach bravely. Regarding the

opinion of military teachers regarding the implementation of courageous learning, the results show that military teachers tend to prefer teaching in an attractive manner rather than online for various reasons, one of which is the possibility of deception by students. Regarding the results of FGDs with students, the results obtained in general can be noted that students need to make adjustments to courageous learning. However, such adjustments can be made immediately.

Internal and External Support for Online Learning

Some external factors include time constraints, environment pressure, lack of support in the surrounding environment and financial problems. This is related to the context of the mentality of students or students who have constraints and demands regarding the tasks that are given continuously. This may also affect the psychological aspects of the student or student. In addition, internal factors related to discipline in managing time, this is also related to how students can prepare their discipline to focus on their learning. While contextual factors are more likely to be media applications that are not user-friendly, lack of mastery in using application technology, feelings of isolation because they have to study independently and lack of a structured presence that can guide directly. These three factors greatly affect distance or online learning activities, of course this also affects the assessment of learning later (Nasrudin, R. A. et all 2020).

From the various quantitative tests and FGDs conducted, online learning has received various responses at Secapa AD, both from the student and military teacher perspectives. However, opinions converge on learning with the offline method. Some suggestions that can be given through this research are to pay more attention to how to increase the level of interaction between military teachers and students. Apart from that, it is related to the online learning and teaching environment as well as teaching motivation from military teachers and learning motivation from students (Coal, B. M., 2021).

D. Conclusion

The online learning method in the Secapa AD military environment reveals that Pearson Correlation Test (student) show result: Preference between online and offline learning is not influenced by opinions about teacher-student interaction and the need for more learning outside of class hours when online; Motivation has a strong relationship with comfort and material acceptance when studying online; Point (2) is related to point (1); People who are familiar with online learning platforms feel familiar with technology; The need to learn more about online learning platforms has a high correlation with the need to buy online learning facilities. In *Mann Whitney U Test* (student), based on ten samples from each group (choosing online/offline) it was found that there were significant differences in the test scores obtained when studying online. Where, students who choose to study online get relatively higher scores. In *Pearson Correlation Test*

(military teacher) show result: the feeling of cheating has a close relationship with reduced interaction between students and teachers; motivation and comfort in teaching have something to do with the preference for choosing a learning mode. Military teachers prefer offline; and the motivation to teach the military teacher is also influenced by the activeness of students during online learning.

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