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Attitudes of Lecturers and Students of Sriwijaya University-Indonesia and Omdurman Islamic University- Sudan to On-Line Learning in the Pandemic Covid-19

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Abstract

This study aims to determine the response of Sriwijaya University students and Omdurman Islamic University students to the online learning process during the Covid-19 pandemic. This research is a descriptive research with survey method. The learnings carried out by lecturers and students during the Covid 19 Pandemic had previously attended training on the use of the application e-learning Sriwijaya University. This study aims to determine the response of Sriwijaya University students and Omdurman Islamic University students to the online learning process during the Covid-19 pandemic. This research is a descriptive research with survey method. The learnings carried out by lecturers and students during the Covid 19 Pandemic had previously attended training on the use of the application e-learning Sriwijaya University. Learning is also carried out asynchronously and synchronously, with the application Zoom (97%), Whatsapp (64.3%), and Google meet (31%). The general assessment is that lecturers conduct assessments using an online exam system through E-learning (99.1%), by means of lecturers sending assignments to be done by students, or using Google Forms (34.4%), and e-mail (20.1 %). Assessment of students is carried out using an online exam system through E-learning (99.1%), students send assignments to be done by students, or use Google Forms (34.4%), and e-mail (20.1%). students, or using Google Forms (34.4%), and e-mail (20.1%). Criticisms and suggestions for online learning techniques, lecturers should be more active in making various interesting learning strategies, so as not to get bored. Use e-learning more actively to save quota. For the system should e-learning Sriwijaya University better. It turns out that some students want online learning to be maintained, even though the pandemic is over.

Keywords: *Online Learning; Attitudes of Students; Attitudes of Lecturers*

Introduction

For more than a year the world is faced with a condition that remains unknown to mankind, that is Covid-19 (Coronavirus Diseases-19), which has emerged since the end of 2019 in Wuhan, China's Hubei province. The spread of this virus is so quick that the World Health Organization (WHO) on January 30, 2020, declared an "emergency condition" that must be taken seriously. As the effect of this

outbreak, countries in the world have declared a state of emergency. The methods that are taken is to prevent and prohibit crowds, equip medical equipment, optimize hospitals, clinics, paramedics, et cetera. (Liu et al., 2017). The educational sector has imposed “holidays” for all levels of education, as well as all other academic activities such as seminars, conferences, et cetera since March 2020 (Wajdi et al., 2020).

Indonesia as an accessible country with a high population, especially in the metropolitan area, certainly would not get rid of the outbreak. On June 5, 2020, the positive cases number of Covid-19 patients has reached 7,766 people, and as of March 19, 2021 it had reached 1.45 million. To avoid further negative impacts, since March 2020 the government has issued various policies including social and physical distancing, isolation (independent or with hospitals / clinics), and Large-Scale Social Restrictions (PSBB). The final policy has obligated people to do every activity from home (JHU CSSE COVID-19 Data).

On the educational sector, specifically, the Minister of Education and Culture of the Republic of Indonesia has issued a Circular Letter (SE) Number 4 of 2020, March 24, 2020. It consists of the implementation regarding Education Policies in the emergency period of Covid- 19. In the Circular Letter (SE), it is stated that the learning process will be held at home through online learning in order to provide meaningful learning experiences for students/college students. The online learning policy aims to meet the educational standards through the use of Information Technology (IT) using computers or gadgets that are connected between students/ college students and teachers / lecturers. With a hope that learning can be continued properly through this information technology.

Sriwijaya University (Unsri) as part of paced education in Indonesia, is also doing the same thing, it participates in "synchronizing the steps" as highlighted by the government through the Ministry of Education and Culture. As of today, Unsri has passed two semesters with an online system learning process. Moreover, every higher education is also obligated to do research and community service. Since 2018, the Faculty of Teacher Training and Education Science (FKIP) Unsri has established research partnerships in the form of international research collaborations, one of them is Omdurman Islamic University (OIU) Khartoum Sudan.

Sudan is also faced with the same thing; struggling to save its people from the Covid- 19 outbreak. From the data provided, it is stated that as of May 1, 2020, as many as 534 patients were confirmed positive for Covid-19. As a country that has just been separated from domestic conflicts and currently entering the transition phase, Sudan is faced with an economic and health crisis. Under these circumstances, it will be even more difficult for them to deal with the Covid-19 outbreak. Based on this, the Sudan government has taken preventive solutions by implementing the “Curfew Time” since March 2020 and permanently or temporarily closing the entertainment facilities, schools, and colleges.

This diversity in terms of demography and geography will produce a map of Unsri- Indonesia and OIU-Sudan lecturers 'and students' response towards the online learning process during the Covid-19 pandemic: regarding social issues. This is the novelty of this research. In this research, we will oversee the response / views of lecturers and students from both universities (Unsri and OIU) regarding the online learning process during the Covid 19 pandemic.

In general, the problem formulation of this research is, "How is the response of the lecturers and students of Sriwijaya University (Unsri) and Omdurman Islamic University (OIU) students towards the online learning process during the Covid-19 pandemic?" Which specifically aims to answer the following questions How is the lecturers’ of Sriwijaya University (Unsri) and Omdurman Islamic University (OIU) response towards the online learning process during the Covid-19 pandemic?

Research Method

This type of research is a descriptive study using a survey method. Descriptive research is one type of research that aims to describe a complete social phenomenon or to explore and clarify a social reality, by describing the variables related to the formulated problem. Furthermore, the survey research method is intended research in which the main data source and information are obtained from respondents as the research sample using a questionnaire. In this case the questionnaire is the main instrument for data collection. The survey method is also intended as an investigation in obtaining data and facts on the problem that you want to find answers to. In this study the data and facts sought were about the attitudes of lecturers and students of Sriwijaya University (Unsri) and Omdurman Islamic University (OIU) towards learning carried out online during the Covid-19 pandemic or in general during Society 4.0 which occurred in both countries: Indonesia and Sudan.

This research is conducted by lecturers who involved students in the Department of Social Studies Education, Faculty of Teacher Training and Education (FTTE) Sriwijaya University, and the Faculty of Education, Islamic University of Omdurman, Sudan. The research locations are Sriwijaya University-Indonesia and Omdurman Islamic University- Sudan. The main data sources for this research are lecturers and students from both countries: Sriwijaya University-Indonesia and Omdurman Islamic University-Sudan.

The population in this study were all lecturers and students of Sriwijaya University- Indonesia and Omdurman Islamic University-Sudan. From Sriwijaya University, these students come from the Faculty of Teacher Training and Education, Faculty of Agriculture, Faculty of Economics, Faculty of Medicine, Faculty of Law, Faculty of Computer Science, Faculty of Medicine, Faculty of Public Health, Faculty of Engineering, while those from OIU come from the Faculty of Medicine and Health Sciences , Faculty of Science and Technology, Faculty of Engineering, Faculty of Agriculture, Faculty of Pharmacy, Faculty of Sharia and Law, Faculty of Medical Laboratory Sciences, Faculty of Economics, Faculty of Media, Faculty of Education, Faculty of Computing and Information Technology.

The sampling technique in this study was taken using simple random sampling from all faculties in both universities. It was originaly planned that from the lecturers and students at each university, as many as 20 lecturers and 200 students will be taken as samples. But it turns out that the enthusiasm of the Sriwijaya University lecturers and students is extraordinary, so that it exceeds the specified sample, which is 42 lecturers and 323 students. While for the data of OIU lecturers until this report was written, no one has filled it out, and there are still 9 OIU students.

Literature Review

Online Learning Concept

Online learning and e-learning seem interchangeable. They are some differences between online learning and e-learning. E-learning refers to the application of using electronic assets in the teaching-learning process which includes web-based learning, computer-based learning, virtual classroom, and digital collaboration. Newton (2003) defined that e-learning system has three main areas: (i) improving access to education and training; (ii) enhancing the quality of teaching and learning; (iii) the need for higher education institutions to maintain a competitive advantage in a changing market place for students. Learning and education occur in many diversified forms, making it easy to facilitate the general public in getting an education. Among these diversified and facilitated forms, the most adopted and acceptable way of promoting academics in reputed educational settings across the globe is online learning.

Online learning is part of e-learning, e-learning is a broader concept than online learning, which includes a series of applications and processes that use all electronic media to make vocational training and education more flexible. Online learning is learning that uses the internet, intranet, an extranet, or

learning that uses a computer network that is connected directly and has a wide scope. According to Barbour (2012), online learning aims to seek changes in the whole academic process pattern. Online learning is known with many names and terms like learning through the web, online learning, instruction through computer assistance. Online learning has many definitions in the contexts and milieu of its operationalization. some specialists believed that online learning is a way of teaching in which multiple integrations of technology are sought. Simultaneously, some were of the notion that it is a substitute for distance education, which is facilitated by the application of the internet considered an effective way of rapid communications Bertea (2009) in Herdrikus, Erni Murniati, Mazda Surti Simatupang (2020). Online learning is a set of integration of various types of technologies solely to promote education. Online learning is a broad term, which provides a complete description of various types of online learning adopting the modern Information and Communication Technologies (ICT). Nichols (2003: 01) in Barbour and D. Wenmoth (2013).

Besides, online learning – this term describes education that occurs only through the Web, that is, does not consist of any physical learning materials issued to students or actual face-to-face contact. Purely online learning is essentially the use of eLearning tools in a distance education mode using the Web as the sole medium for all student learning and contact (Nichols (2003).

The Benefits of Online Learning

The benefits of online learning are shortening learning time and making study costs more economical than others. Online learning facilitates interaction between students and materials, students and lecturers/teachers/instructors and fellow students. Students can share information and can access learning materials at any time and repeatedly, further strengthening their mastery of learning materials. With e-learning, teachers/lecturers/instructors will find it easier to update learning materials which are their responsibility by the demands of the latest scientific developments, develop themselves or conduct research to increase their insights, control the learning activities of students from where and when the course (time and place flexibility).

Sevima (2019) stated that the advantages of the Online Lecture Program

1) Students can attend lectures whenever and wherever they want and have a good internet connection.
2) Save on transportation costs or housing if the chosen university is outside the island or abroad.
3) Lecture materials can be selected according to the level of ability and also desire
4) Questions and answers in lectures are flexible because they can be asked via chat to lecturers or classmates.
5) The lecture period is shorter than conventional lectures.
6) Students can look back at the material being taught because the material is usually a module that can be downloaded and stored on a PC or computer.
7) Train students to be more responsible, creative, and independent. To form a more confident person.

Disadvantages of Online Tuition Programs

On the other hand, besides having benefits, online learning also has several weaknesses, as mentioned by Sevima (2019) as follows: apart from having advantages, online lecture programs also have disadvantages, including:

1) It is very dependent on the internet. If the network is slow or has a hand signal, the learning process will be left behind, mainly if it includes college exams.
2) It depends on the disciplinary attitude of the students. If they lack discipline, they will also be left behind in learning.
3) In terms of social interaction, it becomes difficult because of accustomed to being alone.

4) Several courses cannot be taught online.
5) Computer devices or gadgets that have pretty high prices, so that certain groups can only access this course more confident person.

Besides Hussein, et al, (2020) [10] said that many instructors and learners who had never had adequate (if any) experience with online learning found themselves obliged to do so with minimum support. Besides, most higher education systems lacked the necessary equipment "to offer online learning for all students at scale, quickly "(World Bank, 2020).

Research on this attitude has taken place in first year, 2020 which shows the results that there are differences in attitudes between Unsri students and Sudanese OIU students on social problems, both based on economic and cultural factors, there are not too many significant differences, only on physical attitudes and also student perceptions and also family problems which are a major factor in social problems. The research will be continued in second year, 202, regarding attitudes of lecturers and students of Sriwijaya University-Indonesia and Omdurman Islamic University-Sudan to online learning in the pandemic Covid-19. In third year, 2022 there will be research planned on digital literacy skills of lecturers and students of Sriwijaya University-Indonesia and Omdurman Islamic University-Sudan before and after the pandemic Covid-19.

Research Results

Description of the attitude data of Sriwijaya University lecturers towards online learning during the Covid-19 pandemic

This research was conducted at Sriwijaya University (Unsri) and Omdurman Islamic University (OIU). This research was conducted on active lecturers and students at Sriwijaya University and Omdurman Islamic University. In this progress report, the data displayed is data from Unsri first, because the data from the OIU is still in the process of collecting data. The data collection technique in this study used a questionnaire with the help of Google Forms and distributed via WhatsApp, both of which were the right platforms to use due to the pandemic conditions. The described data comes from 42 lecturer respondents and 323 student respondents. The questionnaire used is a combination of an open questionnaire and a closed questionnaire.

1. Lecturer Participation in Online Learning Training Before the Covid-19 Pandemic Period.

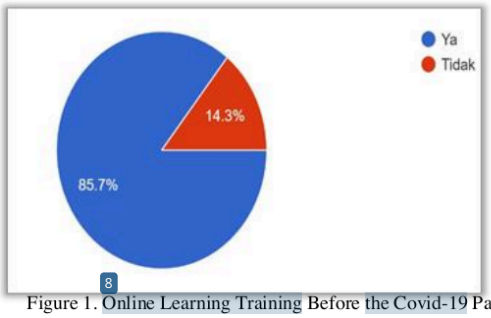

Figure 1. Online Learning Training Before the Covid-19 Pandemic

From the data above, it can be seen that 85.7% of lecturers had attended online learning training before the Covid-19 pandemic. It can be concluded that the majority of Sriwijaya University lecturers had received online learning training before the pandemic, one of which was training *blended learning* using e-learning, in the early days of e-learning Unsri being launched.

2. Lecturer Participation in Online Learning Training During the Covid-19 Pandemic.

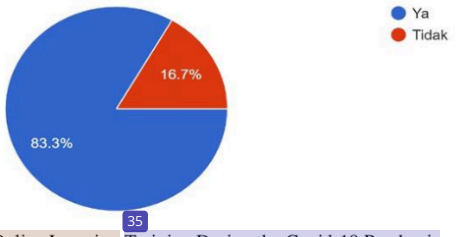

Figure 2. Online Learning Training During the Covid-19 Pandemic

Based on the data displayed, it can be seen that 83.3% of lecturers have attended online learning training during the Covid-19 pandemic. It can be concluded that the majority of Sriwijaya University lecturers have received online learning training during the pandemic, including online learning support training organized by SPADA Dikti and technical training on the use of e-learning organized by the University.

Features that are often used in Learning Management System (LMS).

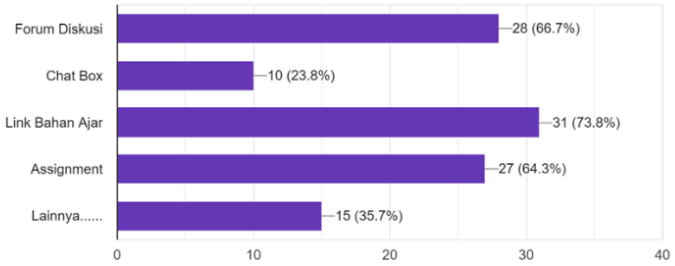

Figure 3. LMS (Lecturer) features.

From the data displayed, it can be seen that the teaching material link is the most frequently used feature in the LMS with a percentage of 73.8%, in second place in the discussion forum at 66.7%, then the assignment feature is 64.3%. These three features complement each other, where links to teaching materials are used to deliver learning materials from sources on the internet, which can be in the form of learning videos, interactive quizzes, as well as media for online polls, as well as Zoom Meeting links as video media conference can also be linked.

Then discussion forums are often used as an alternative to collaborative asynchronous learning, namely learning anytime, anywhere, about anything, with anyone, through methods of criticizing,

discussing, evaluating, comparing, researching. (Chaeruman, 2018). By using discussion forums, student discussion activities can be recorded properly, making it easier if you want to study again. Furthermore, the assignment feature, which is a feature for giving and collecting assignments, is a feature that makes it very easy for students to view and collect assignments, as well as makes it easier for lecturers to provide corrections and assessments.

3. Frequently Used Online Learning Supporting Platforms/ Applications.

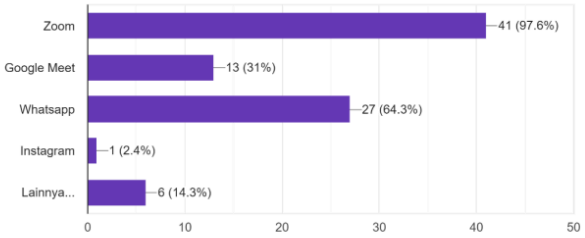

Figure 4. Online Learning Support Application (Lecturer).

Based on these data, it can be seen that the application that is often used is Zoom Meeting, whereas many as 97.6% of lecturers often use it. It is undeniable that the use of the Zoom application is the most effective application to be used as a video conferencing platform during the pandemic (Solihin, 2020; Monica & Fitriawati, 2020). Likewise at Unsri, the majority of lecturers use the Zoom Meeting application, because various features make it easier for lecturers to provide learning materials.

Furthermore, the WhatsApp application of 64.3% is the application with the second largest percentage used by lecturers, in general, this WhatsApp application is used as a means of communication between the course teaching team and the students, where a WhatsApp group is formed to facilitate the coordination of courses at each meeting. The third supporting application is Google Meet at 31%, where this application has almost the same function as Zoom Meeting, which is used for video conferencing. Therefore, it can be concluded that Google Meet is an alternative application to Zoom Meeting.

4. Online Learning Supporting Learning Media that is Often Used.

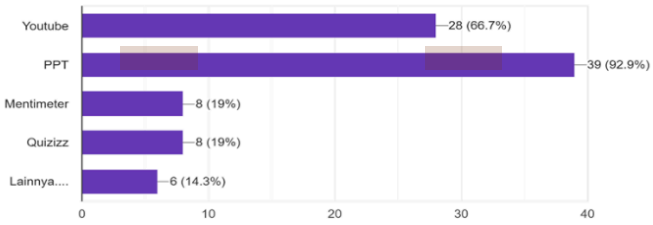

Figure 5 shows that power point (PPT) is the highest online learning support media with a percentage of 92.9%. Learning videos from YouTube are 66.7%, Mentimeter and Quizizz have the same percentage of 19%. From these data it can be concluded that PPT is still the learning media most often used by lecturers to deliver material, then the use of learning videos from YouTube ranks second, it is undeniable during the pandemic, the use of YouTube media is often used because of the various benefits

it presents, s, as the other as a means of delivering material, both self-made material, and material from other relevant sources. The use of the Mentimeter media as a polling medium is not very popular among lecturers, but that does not mean it is not useful, this media is very useful as media for brainstorming, polls, and the like, which are usually used as a medium to determine the students' initial and final understanding. Likewise Quizizz media, which is less often used by lecturers, but the benefit of Quizizz is as a media for making interactive quizzes that provides various supporting features for making interesting and interactive quizzes, which of course are in great demand by generation Z.

5. Online Learning Support Provider that is Often Used.

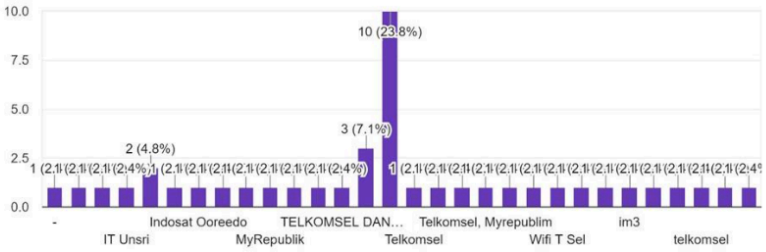

Figure 6. Online Learning Support Providers (Lecturers).

From the data above, it can be seen that online learning support providers that are often used by lecturers are Telkomsel providers, followed by providers from Indihome and MyRepublic

6. Use of Quotas in One Month to Support Online Learning

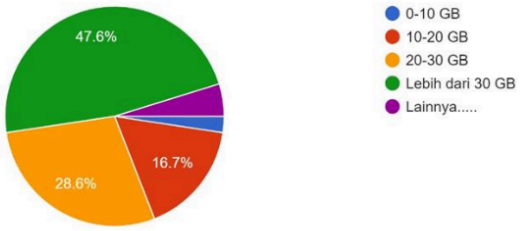

Figure 7. Use of Quotas (Lecturers).

Based on these data, it can be seen that for one month the majority of lecturers spend more than 30 GB of quota with a percentage of 47.6%, second place is 20-30 GB with a percentage of 28.6%, and 16.7% lecturers spend 10-20 GB of data quota to support online learning.

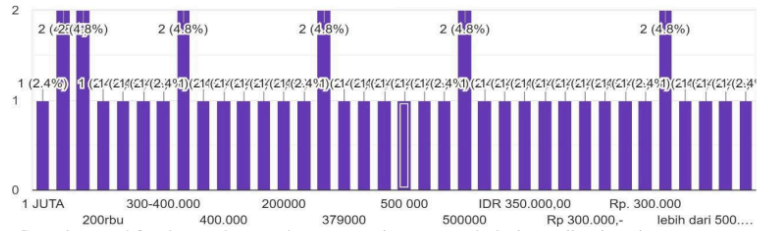

Figure 8. Quota Fees (Lecturers)

The costs incurred to purchase quotas for one month to support online learning vary, but from the data it can be seen that the costs used to purchase quotas are in the range of Rp. 150,000 – Rp. 500,000.

7. Average Time Used in One Day During Online Learning

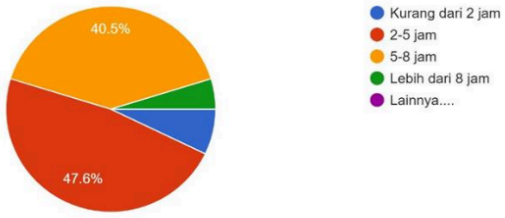

Figure 9. Average Time (Lecturer).

Based on the data above, the average time spent in one day during online learning by 47.6% of lecturers is 2-5 hours, then 40.5% of lecturers use 5-8 hours.

8. Assessment Activities Used in Online Learning

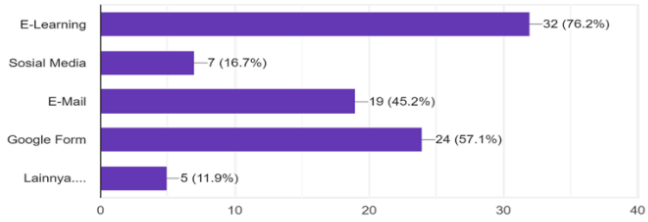

Figure 10. Online Learning Assessment (Lecturer).

The majority of lecturers, namely 76.2% use E-Learning in carrying out assessment activities, this is in line with the use of the assignment feature which is one of the features often used by lecturers in providing assessments. Then Google Form became one of the second largest alternatives used by lecturers, which is 57.1%. Followed by the use of E-mail by 45.2%.

9. Applications Used for Online Exams

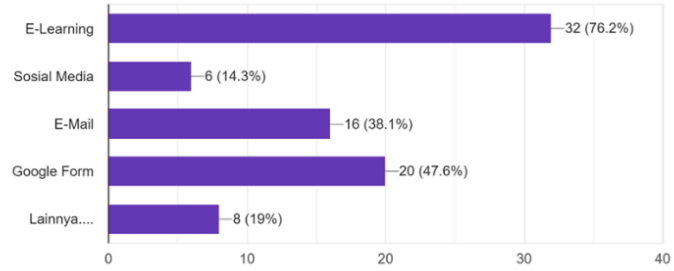

Figure 11. Online Exam Applications (Lecturers).

Based on the data presented, it can be seen that 76.2% of lecturers use E-Learning to give online exams, this is in line with the use of the assignment feature which is one of the features often used by lecturers in providing assessments. Furthermore, Google Form was used by 47.6% of lecturers, as well as the use of E-mail in conducting online exams, which were selected by 38.1% of lecturers.

Infrastructure Aspect

Aspects The infrastructure aspect in this study is to find out how the respondents' attitudes towards the use of *devices*/ devices in supporting online learning. In this study, the infrastructure aspect is measured by three descriptors. Based on the frequency distribution table for the infrastructure aspect, the mean of all descriptors is 3.13, and is classified in the good category. The description for each descriptor is as follows; the use of electronic devices can affect the quality of online learning has a mean of 3.69 (very good); PC/Laptop, an electronic device that is good for use in online learning has a mean of 3.67 (very good) and the use of mobile phones in online learning is better than PCs and laptops which have a mean of 2.02 (enough). From the explanation above, it can be concluded that the attitude of the lecturers towards the infrastructure aspect, namely the attitude towards the use of devices/devices in supporting online learning, is categorized as good.

Aspects of Learning Management

In the aspect of learning management consists of two indicators, the first; communication in online learning, the second; the use of learning media during online learning. Each indicator is described as follows:

Communication in Online Learning

Based on the frequency of communication indicator in online learning acquired throughout descriptors mean average of 3.07, and classified in either category. The description for each descriptor is as follows; the direct synchronous material delivery activity was carried out effectively with a mean of 3.31 (very good); the activity of delivering collaborative asynchronous material with the help of LMS was carried out effectively with a mean of 3.14 (good); the activity of delivering virtual synchronous material with the help of social media in audio/video or text is carried out effectively with a mean of

3.10 (good); the activity of delivering independent asynchronous material with video recordings or providing material in the LMS is carried out effectively with a mean of 2.98 (good); discussion interaction activities by means of virtual synchrony through video conferencing were carried out effectively with a mean of 3.14 (good); discussion interaction activities in a virtual synchronous manner using audio/text with social media were carried out effectively, having a mean of 2.88 (good); Discussion interaction activities in an asynchronous collaborative way through discussion forums in LMS were carried out effectively, having a mean of 2.93 (good). From the explanation above, it can be concluded that the lecturer's attitude towards communication in online learning is categorized as good.

The Use of Learning Media During Online Learning

Based on the frequency of learning media indicators during online learning, the mean of all descriptors is 3.52, and belongs to the very good category. The description for each descriptor is as follows; lecturers using various learning media have a mean of 3.50 (very good); lecturers make interactive learning media with a mean of 3.55 (very good); lecturers make interesting learning media with a mean of 3.50 (very good). From the explanation above, it can be concluded that the attitude of lecturers towards learning media during online learning is categorized as very good. Based on it can be concluded that the attitude of the lecturer towards the aspect of learning management, namely the attitude towards how the lecturer conveys learning materials during online learning is categorized as very good.

aspect consists of three indicators, the first; online learning planning,the second; implementation of online learning, the third; online learning assessment Each indicator is described as follows:

Online Learning Planning

Based on the frequency for online learning planning indicators, the mean mean of all descriptors is 3.29, and is classified in the very good category. The description for each descriptor is as follows; RPS compiled before the implementation of online learning has a mean of 3.76 (very good); online learning preparation carried out from afar has a mean of 3.50 (very good); video conferencing applications (eg Zoom, Cisco Webex, etc.) used for a fee have a mean of 2.83 (good); The learning media used is the result of one's own work which has a mean of 3.05 (good). From the explanation above, it can be concluded that the lecturer's attitude towards online learning planning is categorized as very good.

Implementation of Online Learning

The implementation of online learning obtained the mean of all descriptors of 3.17 and was classified in the good category. The description for each descriptor is as follows; the online learning that was implemented was in accordance with the RPS which had a mean of 3.50 (very good); students are present on time when online learning will start having a mean of 3.29 (very good); students wearing clothes that comply with the applicable rules have a mean of 3.24 (good); most of the students actively participate in online learning with a mean of 3.02 (good); students collect assignments given by lecturers on time has a mean of 3.38 (very good); the material presented in online learning is able to enrich the cognitive aspects of students having a mean of 3.24 (good); the material presented in online learning is able to enrich the aspects of student skills having a mean of 2.90 (good); the material presented in online learning is able to enrich.the affective aspects of students having a mean of 2.90 (good); the material on the RPS that students can achieve through online learning has a mean of 3.00 (good); the implementation of the learning model is in accordance with what is planned in the RPS has a mean of 3.24 (good). From the explanation above, it can be concluded that the attitude of the lecturers towards the implementation of online learning is categorized as good.

Online Learning Assessment

The online learning assessment indicator has seven descriptors. The frequency distribution for these indicators is described in table 8 below:Based on the frequency distribution table for online learning assessment indicators, the mean of all descriptors is 2.93 and belongs to the good category. The description for each descriptor is as follows; Google form is the most effective platform used during the exam, it has a mean of 2.71 (good); Quizizz is the most effective platform to use during exams with a mean of 2.79 (good); multiple-choice effectively measure student success with a mean of 2.31 (enough); an effective description of measuring student success has a mean of 3.21 (good); Effective essay measuring student success has a mean of 3.26 (very good); effective paper assignments measuring student success have a mean of 2.98 (good); Project assignments that effectively measure student success have a mean of 3.21 (good). From the explanation above, it can be concluded that the lecturer's attitude towards online learning assessment is categorized as good. Overall.

Discussion

Responses to Online Learning

Some of the obstacles faced in online learning during the Covid-19 pandemic are summarized as follows: Unstable internet, Looking for learning techniques that are easy for students to absorb and understand.Build effective communication patterns during online learning both via zoom and discussion forums.Obstacles in carrying out the assessment, especially the affective aspect.Learning preparation is more complex, face-to-face limitations (direct), lack of emotional expression or feelings in learning, less able to monitor students, preparation of learning media that can support online learning every week, while the number of courses taught is quite large, so the time for preparation is limited. material and interactive media make the preparation not optimal.

Some of the attitudes of lecturers towards the choice to continue to carry out online learning when the Covid-19 pandemic has ended are concluded as follows, Will carry out blended learning because the current learning system must be varied, besides the needs of students will also learn more independently. In accordance with the policies or provisions set by the university or ministry.In several meetings, it will be possible to carry out online learning considering the benefits for improving students' technological skills and literacy are very good. 50% only and for certain materials, and can be an alternative for the implementation of an independent campus.Hybrid online and offline can be applied, online is used in special conditions where offline is not possible so that it can be an alternative to the meeting if the lecturer is unable to attend, because it is very helpful even though it is in a different location.

Some criticisms and suggestions for online learning techniques can be summarized as follows, Unsri's e-learning is already good, but the learning data from a year ago can't be opened again, it's good to improve it. The use of LMS learning is sometimes server down, besides that, the technical ability of students, both quotas and digital literacy, is still lacking.is

It recommended that students still be given free study quotas from good providers so that they can continue to participate in online learning without signal problems. Online learning will be effective if there is direct interaction, not just discussions through LMS. So that this also increases the ability of lecturers to make varied teaching materials, suggestions in the future for us lecturers for various assistance in the preparation of teaching materials, and creative and interactive learning media that can support online learning activities. The server, bandwidth, e-learning manager must be reliable and professional, it is hoped that the university will be able to upgrade the e-learning server so that only 1 learning medium is enough, no need to zoom or meet again, too many applications are very inconvenient for students and lecturers. Wherever possible, online learning is also supported by the provision of

complete facilities in e-learning so that lecturers can easily prepare appropriate learning media. Online is still less effective because it really depends on the quality of the internet even though not all regions have the same quality. In addition, lecturers find it difficult to get to know students because in the teaching and learning process emotional bonds between lecturers and students are also needed. The attitude of students during online activities also sometimes does not support the achievement of teaching materials, where students go off cam or share answers to assignments. Students are also sometimes less active to seek and learn independently. For learning related to online learning skills, it is less than optimal. Because if you only see without being practiced directly, the learning objectives are not up to the maximum.

Conclusion

The Covid-19 pandemic happened suddenly so that people were faced with conditions that shocked them and forced them to "adjust" to the existing conditions. Likewise with the world of education, especially in universities. Sriwijaya University also did the same thing. The policy taken is to immediately conduct training using the "e-learning" application, which has existed before but has not been used effectively. In addition, SPADA training was also conducted. The platforms used are *zoom, WhatsApp, Google Meet,* and others.Some of the obstacles faced by lecturers in online learning during the pandemic, including the lack of stability of the internet network, thus disrupting the learning process. In addition, lecturers are also faced with efforts to obtain and use learning techniques that can be easily absorbed and understood by students. Lecturers also have to prepare everything well, because online learning is different from offline learning that is usually done. Internet network that is sometimes "less" friendly. In addition, online learning causes the "emotional connection" between lecturers and students that had been established while offline before Covid, to be less well established.

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