Impacts of Online Learning in Pandemic Times on Art Culture Education at Institut Seni Budaya Indonesia (ISBI) Aceh

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ABSTRACT: The COVID-19 pandemic has caused largest disruption of higher education systems. This study describes the impact of online learning on cultural arts education at the Institut Seni Budaya Indonesia (ISBI) Aceh during the COVID-19 pandemic. This study focuses on several parameters that became the benchmark for impact on (1) the level of learning success among students, (2) the success of educators in transforming materials, concepts and cultural arts practices to students, and (3) reviewing the level of success in implementing education from the perspective of the institutional managers. This study used a survey method combined with a simple experiment to test the suitability and reliability of online learning applications in academic market. The survey was intended for 3 groups of respondents, namely student group with a total of 40% of the population of ISBI Aceh students; the second group is educators with 60% of lecturers participating in the circulating survey; the last group is institutional managers with respondents consisting of institutional top leaders, head of institution and heads of departments. The survey results show that the success rate of online learning is in the range of 60-70%, while parameters for the success of material, concept, and practice transformation face significant constraints. This is reflected in the responses from ISBI Aceh academic community (> 70%), who stated that the concepts of dance arts, fine arts, crafts, theater arts, and musical education concepts are educational concepts that are very difficult to implement online, which means hard skills as Semester Learning Plans were not implemented properly. Besides all the constraints that arise from these research findings, there are positive things that can be taken by all parties including ISBI Aceh academic community. Survey data shows that COVID-19 pandemic has spawned several methodologies and application models and has inspired new ideas that can be used in the management of education, teaching, and also science development, especially in cultural arts field.

Keywords: Pandemic, COVID-19, online learning, education management, ISBI Aceh.

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1. INTRODUCTION

The COVID-19 pandemic has disrupted almost all fields education, including higher education. Dramatic changes in the field of education systems can be seen in the process of eliminating face-to-face classes, practicum activities, and other academic activities that require physical presence for students and lecturers (Tesar, 2020). COVID-19 crisis has changed a traditional learning model to a digital learning model that brings

challenges and adaptations for students, teachers, and education providers such as schools, institutions, and universities (Fengjiao Zheng et al., 2020). COVID-19 outbreak has also presented universities with many challenges in managing teaching, learning, research collaboration, and institutional strengthening. The pandemic also provides an opportunity for education stakeholders to effectively redesign higher education and prioritize low-risk planning to make higher education sustainable. This crisis has forced higher education to make extensive use of Information and Communication Technology (ICT) for online learning and other academic activities (Herman, 2020; Xiong, Mok & Jiang, 2020).

The impact of COVID-19 pandemic has been tremendous on higher education, for example on student mobility (Mok, 2021; Altbach & de Wit, 2020), radiology education, and future practice implications (Shi, et al., 2020), and on nursing education in terms of pedagogy of academic care, attendance, and community (Christopher, et al., 2021), including changes in music culture and cultural arts education (Septiyan, 2020). These changes need to be addressed by Institut Seni Budaya Indonesia (ISBI) Aceh academic community to anticipate negative impacts that the values of education and teaching, especially in arts and culture, may decrease. Therefore, researching the impact of online learning during the pandemic on arts and culture education at ISBI Aceh is very important and urgent.

This study is organized as follows: (1) introduction explaining the impact of COVID-19 pandemic on education and related research; (2) methodology that explains steps and procedures for this study to be performed; (3) results and discussion, presentation, and explanation of research data and data analyzes that are closely related; last (4) conclusions from the results of study.

2. METHODOLOGY

2.1 Research Stages

This study used a survey method to obtain data on the impact of online learning in ISBI Aceh academic community. The stages of this study are divided into several stages as shown in Fig. 1. The initial phases include theoretical consolidation, planning, and research scenarios. The next step is to experiment with the use of online learning applications to obtain technical data from a range of online learning applications. The next step is to survey ISBI Aceh academic community regarding online learning and the perceived impact on the success of the teaching and learning process, as well as the degree of effectiveness of the implementation of management hierarchy for education providers.

Figure 1. Stages of the Research
Source: Authors

2.2 Research Types

This research is a simple survey-based and experimental data-gathering research. Experimental research is closely related to the use of online learning applications, and survey research is used to collect information and data on a large population with a relatively small sample. The population in this study is of ISBI Aceh academic community, with the population cluster divided into three groups, namely students, educators, and institutional managers (ISBI management).

2.3 Location, Population, and Sample of the Research

This study was carried out at Institut Seni Budaya Indonesia (ISBI) Aceh, which is located in Jln. Transmigrasi, Gampong Bukit Meusara, Jantho, Aceh Besar District, Aceh Province, Indonesia. This location has been taken as investigation subject of the problems under study, as stated in the original aim of this study. The data collected from ISBI Aceh academic community cluster is divided into three categories of questionnaires, with respondents: (1) students; (2) lecturers; and (3) institutional managers.

3. RESULTS AND DISCUSSIONS

COVID-19 pandemic provides very limited options for the implementation of academic activities both at high school and university levels. The choice of implementing academic activities face-to-face through the application of strict health protocols still has a high risk of being exposed to COVID-19 except for academic activities that involve less than 10 participants, such as meetings, seminars, and final project student sessions. The safest way to keep academic community from being exposed to COVID-19 is to use online media in any academic activity. This research has examined the impact of the use of online media by ISBI Aceh academic community on learning process and outcomes. The focus of research is to examine the impact of learning on the three components of ISBI Aceh academic community, namely, students, lecturers, and institutional managers such as heads of study programs, departments, heads of institution, to leader of institution.

3.1 Impact of Online Education for Students

One measure of success rate of an educational process is reflected in ability of students to implement and develop knowledge through academic works and activities that can be felt both by academic community and other communities. This parameter is one of the references in this study to ensure that students receive optimal education and teaching even though the process is done online. To analyze the success rate of teaching in online learning process, a survey was carried out among 122 participants from ISBI Aceh students (approximately 40% of the total students).

Fig. 2 shows results of the survey on the difficulty level of ISBI Aceh students in using online learning. The majority of students experience a high degree of difficulty in carrying out the online-based educational process. The cluster of respondents who answered 'difficult' and 'very difficult' was around 41% and the difficulty level was 'medium' at 38.5%, and the rest found online education to be relatively easier. These results are not surprising as the implementation of online learning in Indonesia has generally only started since March 2020, when COVID-19 pandemic spread to Indonesia and students still need time to adjust to new things, especially the use of online learning applications.
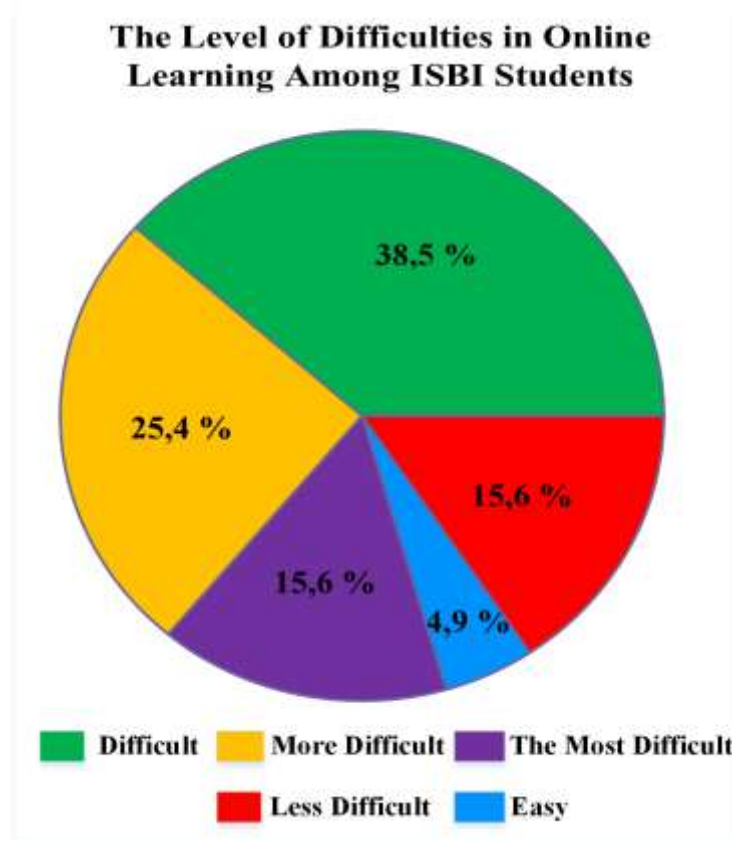
Figure 2. Student's opinion in online learning.
Source: Data and Analysis

According to the students, the most common online learning barriers occupying the top 3 (three) surveys are as follows:

1. Unstable internet connection impairs the concentration on learning so that the enthusiasm for learning decreases (responses from 77% of the respondents);
2. Difficulties in imitating and practicing artistry material (hard skills) displayed through online media or video recordings (responses from 61% of respondents);
3. Difficulties in understanding the concepts and theories explained in the teaching and learning process (responses from 60.7% of respondents);

Another constraint also experienced by ISBI Aceh students is the difficulty in getting assignments done as the crowd increases during the online teaching and learning process, the next is the problem with computer or gadget devices like microphones and audio systems that do not work properly. The interesting thing about the survey is that the students do not have any significant constraints when running online learning applications; this may be due to the high degree of adaptability of the students when using gadget applications based on Android, IOS, and Windows. However, the preference for online learning applications is relatively different among students, with two most dominant applications, Zoom application, and WhatsApp, varying as shown in Table 1 below.

Table 1. Online Educated Applications preferred by students

No	Application	Usage Percentage
1.	Zoom	97.5%
2.	WhatsApp	82%
3.	Gmail, Ymail, WebMail	62.5%
4.	YouTube	25%
5.	Google Meet	20.5%
6.	Google Classroom	19.7%
7.	Website	16.4%
8.	Instagram	6.6%
9.	Microsoft Teams	5.7%
10.	Twitter	2%

The cumulative data percentage exceeds 100% because students are allowed to use more than one application while studying online.

The survey data shows that the most difficult materials to understand among students are dominated by concepts, theories, and practices of dance, music, visual communication design (VCD), and crafts, as listed in Table 2.

Table 2. Level difficulties in Practical Concept or Practices

No.	Concept/Theory/Practice	Percentage of respondents' Statements	Category
1.	Dance Arts	39,3%	The Most Difficult
2.	Music Arts and VCD	30,3% and 28,7%	Very Difficult
3.	Theater Arts and Visual Arts	21,3 % and 16,4%	Difficult
4.	Culture (local, national, global)	<17%	Less Difficult

The effectiveness of online learning in terms of mastering the teaching material shows that 38.5% of students think that the material is taught in the range of 60% - 80%, while 36.1% think that the material that can be mastered is 40% - 60%. Only 3% believed the material was recovered above 80%, while the rest (around 22.2%) believed the material was only recovered below 40%, as shown in Fig. 3.
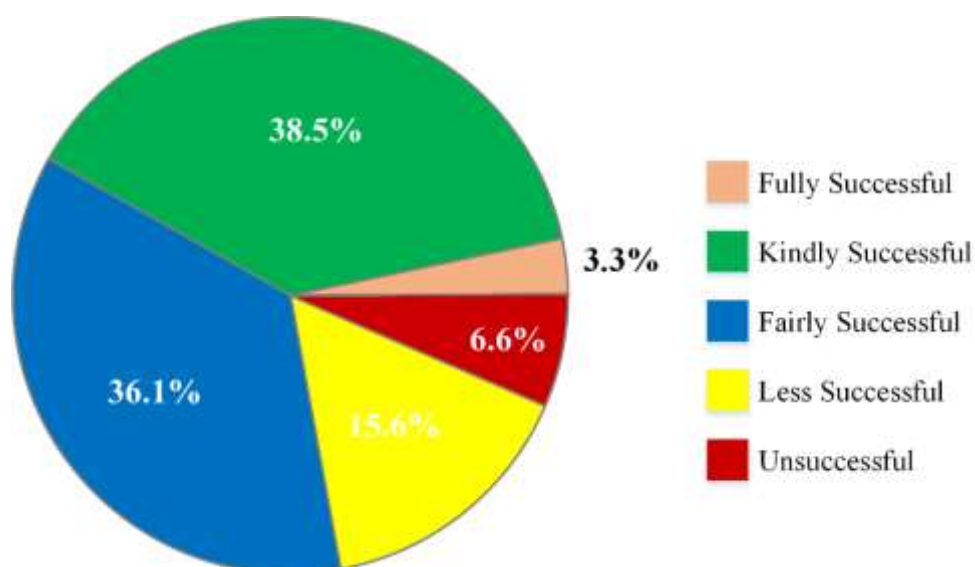
Figure 3. The successful level of online learning in students' views
Source: Data and Analysis

3.2 Impact of Online Education for Educators (Lecturers)

Survey data on educators (lecturers) is disseminated to see the other side of the learning process, as a learning process success is known to be highly dependent on synergetic collaboration between educators (teachers), students, and institutional managers themselves. Respondents who actively responded to the research survey of the lecturer respondent group were 35 respondents or about 60% of the number of ISBI Aceh lecturers. The things that instructors seek to study and research are pre-teaching, in-teaching, and post-teaching activities. Of course, all of these processes are framed in the online learning method, which is the best option available during COVID-19 pandemic.

The online learning process among ISBI Aceh lecturers mostly experiences a moderate degree of difficulty in implementation. Around 63% are in this state, while only around 8.3% of those surveyed express greater difficulties in implementing online learning. The rest (28.6%) had no significant difficulties in implementing online learning.

Limitations of online learning where the range of constraints to be faced can be selected from more than one on the survey form in circulation. The difficulty that has a strong wedge between lecturers and students is unstable internet network connection where the lecturers responded by 85.7% while the students responded by 77% as previously mentioned. Meanwhile, two other major constraints faced by lecturers were:

1. Controlling and supervising students during the teaching and learning process;
2. Demonstrating art skills (hard skills) through online media.

The percentage of constraints and difficulties experienced by lecturers in the online learning process is shown in Fig. 4. The 3 (three) major controls mentioned above have response rates of 85.7%, 68.6%, and 65.7%, respectively, while other difficulties as in the picture have a percentage below 35%.
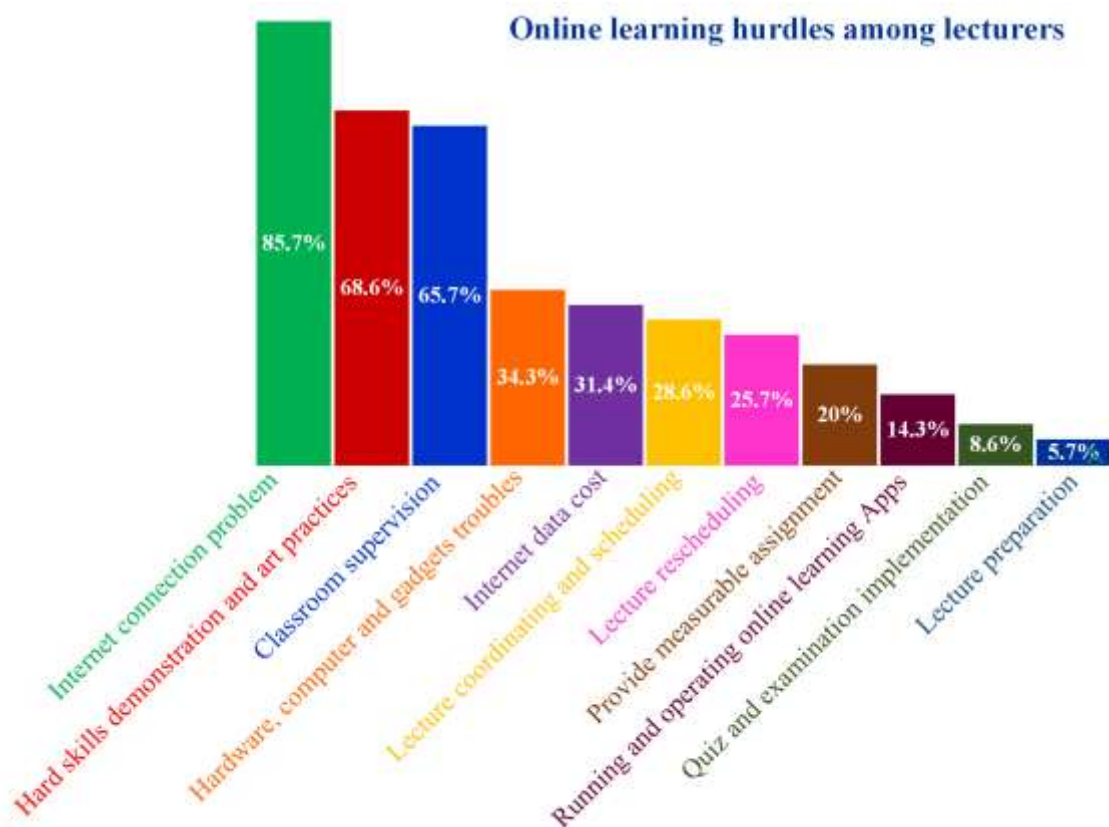

Figure 4. Online learning constraints opinion among lecturers
Source: Data and Analysis

Regarding the use of online learning applications and media used by educators, it is closely related to or overlaps with online application and media used by students, according to survey results which show that the

percentage of online applications and media usage has a relatively similar value to the survey data from the student side. The trend towards online applications and media chosen by ISBI Aceh educators is also not far from the 3 (three) main applications, namely Zoom, WhatsApp, and Gmail/Ymail as shown in Fig. 5. The tendency to select the above applications is motivated by the ease of use in addition to hence the bandwidth required for these applications to operate properly is also relatively small, as the experimental test results are shown in Fig. 6.
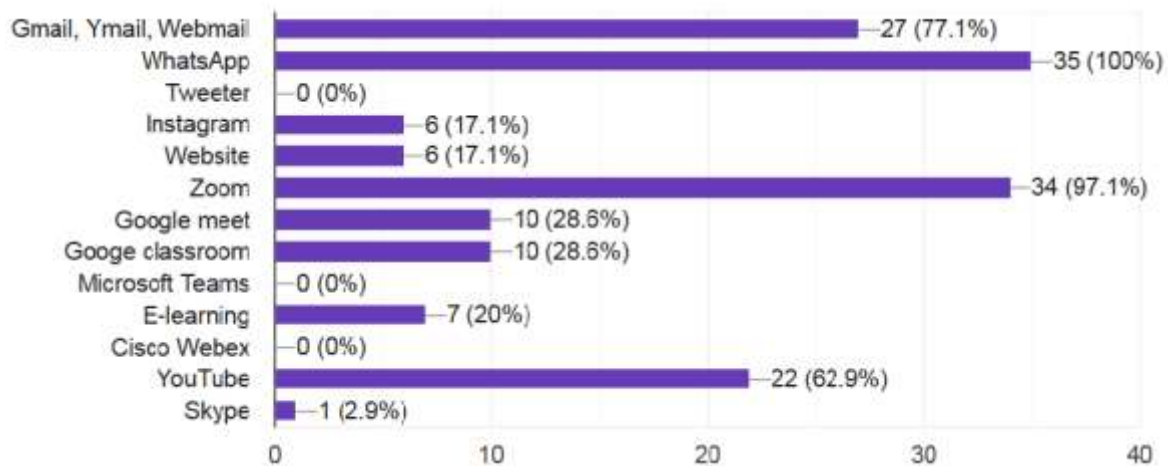
Figure 5. Utilizing online learning applications among lecturers of ISBI Aceh
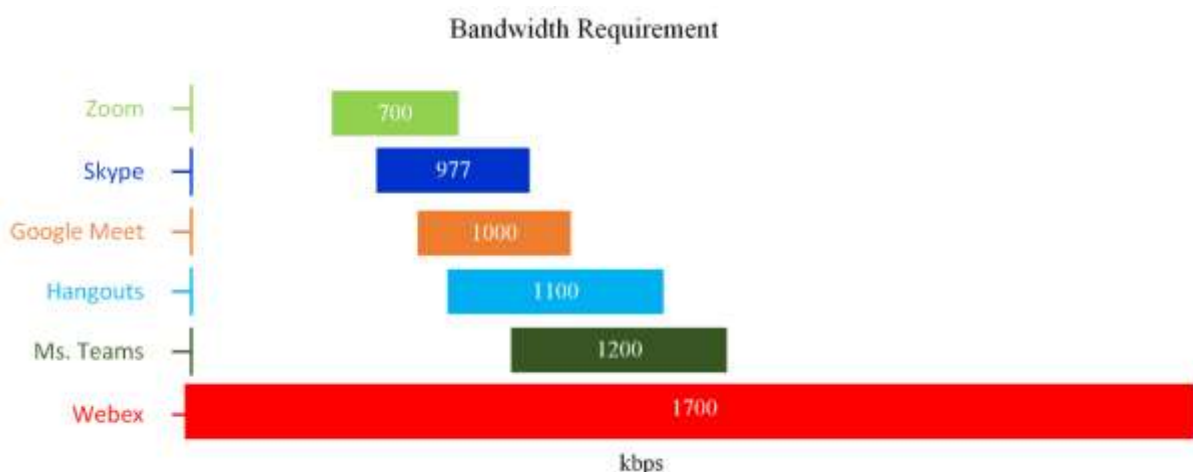Source: Data and Analysis

Figure 6. Bandwidth requirement of online learning Apps
Source: Data and Analysis

Regarding the delivery of materials, concepts, theories, and practices in online lectures, the educators responded that they felt several constraints and challenges. The majority of lecturers responded that the practices and theories of Dance, Music, and Theater are difficult materials to transform to students. This is reflected in the survey results in Fig. 7, which shows a large percentage of the difficulty level for the above materials, theories, and practices. For ISBI Aceh lecturers, the positive lessons from the outbreak of COVID-19 pandemic in the academic field are the first, delivery of lecture materials can be anywhere, anytime. This opinion was given by approximately 77% of the lecturers; second, organization of educational events such as seminars, guest lectures, exhibitions, and others are simple, uncomplicated, and inexpensive, as stated by at least 71% of the lecturers. Meanwhile, opinions on cost and time savings are the third and fourth choices, with an opinion share of 48.6% and 34.3%, respectively, as shown in Fig.7.
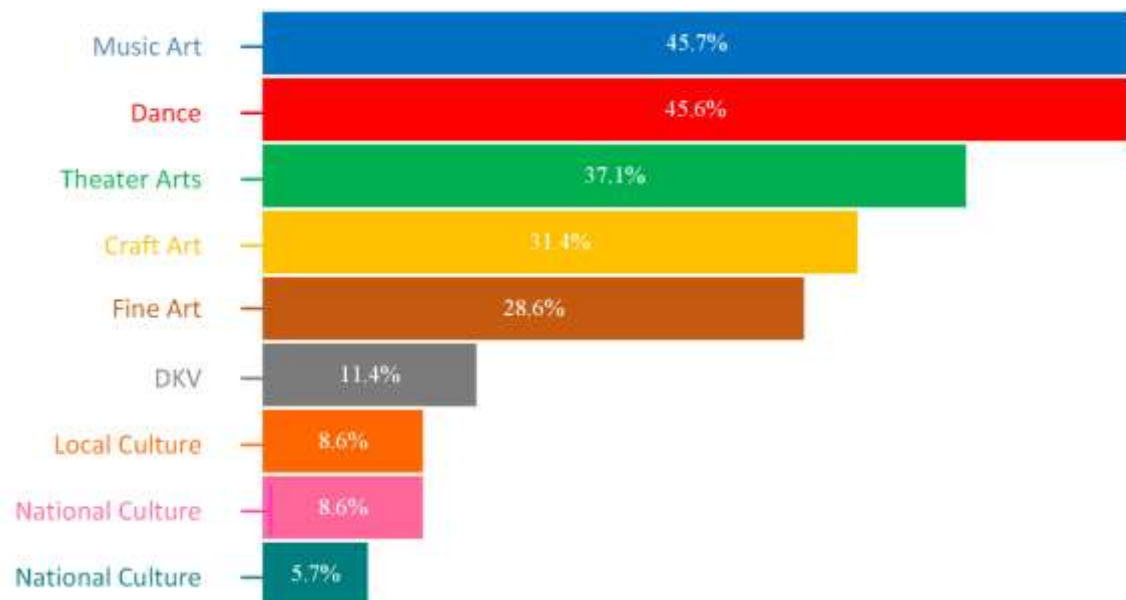
Figure 7. The difficulty level of knowledge transfer for lecturers of ISBI Aceh
Source: Data and Analysis

The success rate of learning process based on the learning outcome data of individual lecturers showed slightly different values, but the majority stated that the degree of mastery of material by students was between 60% - 80%. This is stated by at least 48.6% of lecturers, while the learning success in the range of 40% - 60% is stated by at least 43% of lecturers. About 3% of lecturers stated that students mastered the material to over 80% and the remaining 5.7% were only successful at the level of 20% - 40%. The details of responses from these educators are shown in Fig. 8.
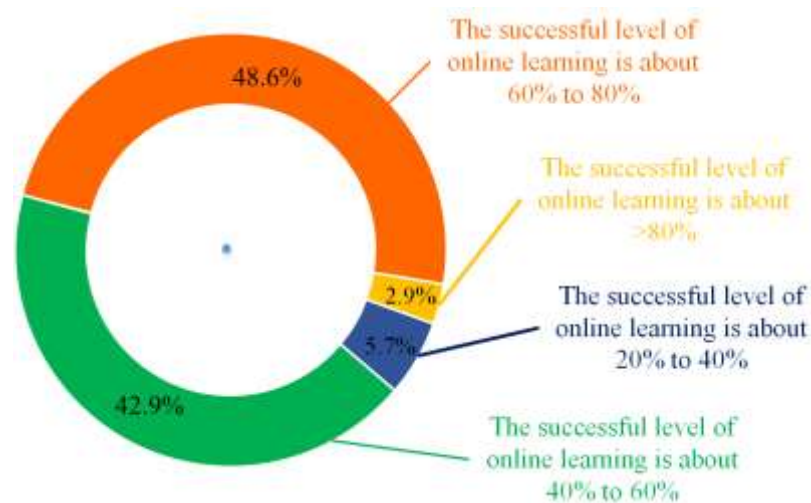

Figure 8. The successful level of online learning in lecturers' views
Source: Data and Analysis

3.3 Impact of Online Education for Educational Institution Managers

The third element that, according to students and teachers, becomes basis for the implementation of academic activities and learning process is managers of educational institutions, which are structured organizations and are mentioned in the status of institution and also spell out the definitions and tasks in organizational governance structure. ISBI Aceh is led by a rector and assisted by two vice-rectors and also heads of institution, the structure below is then heads of study program or heads of department who assist the implementation of academic activities in each study program.

A survey of institutional management was carried out to obtain an overview of the most important support and other support provided by manager in implementing online learning during COVID-19 pandemic. In principle, those in charge of the institution must be able to ensure that scientific activities at the institution are carried out properly and following academic plans specified in the institution's academic calendar. The keyword for managers is Plan-Do-Check-Act (PDCA) which means that educational institution managers must plan academic activities in detail through work meetings which are then elaborated in the determination of work programs through a decision that has been coordinated with the institutional senate. Then the institution managers correctly implement the work program, followed by evaluating, reviewing pros and contras of implementing the activities and finally continuing positive work programs in coming years and eliminating and terminating work programs that are less useful to the institution.

The first response to be obtained from the education manager is related to the constraints faced in the management of education during COVID-19 pandemic. Survey data shows that at the highest level of leadership, institutions experience very significant constraints in carrying out the online-based education management process. This is very easy to understand as any issues that arise at lower and middle levels are passed on to the institutional leadership for solutions and decisions or guidelines for any issues that arise during COVID-19 outbreak. At the level of vice-rectors, the challenges in managing online education are moderate. The responses given by the heads of study programs, departments and the heads of institutions showed that there were no significant constraints in carrying out the online-based education process except for 1 (one) head of the study program, department who experienced a moderate level of management constraints, but on average the level of constraints faced by the study program, department is at a level that is not difficult. Table 2 shows the details of the level of difficulty faced by incumbents at ISBI Aceh.

Table 3. The level of difficulty experienced by institution management officials

No	Position	Education Management Difficulty Level
1.	Rector	Difficult
2.	Vice-Rectors	Difficult
3.	Head of Study Program/Department & Head of Institution	Relatively less difficult

The details and types of constraints that have a very high percentage (72%) at the management level are the non-optimal implementations of work program that was decided at previous year's work meeting, this can be seen in Figure 9. These consequences are the key performance indicators, which are also difficult to meet. Budget absorption, the implementation of practical lectures, and the exercise of coordination function stand in the way of average level of difficulty of the position holders at ISBI Aceh.

As already mentioned, the challenges in the implementation of work program drawn up are very great, so that the implementation of work program is minimal. The feedback from the education managers at ISBI Aceh shows that the implementation of work program is between 70% - 80%, as shown in Fig. 9. In addition, there were changes to the work program (addendum) up to 4 times at several structural levels.
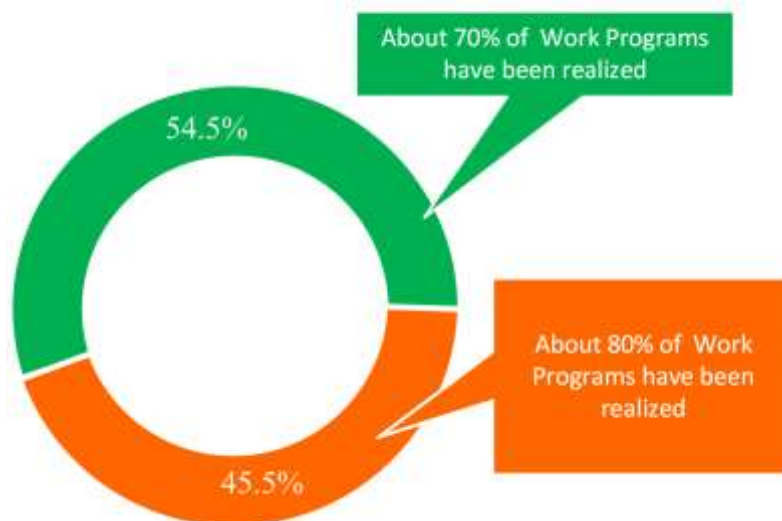
Work Program Realization

Figure 9. Assumption of work program realization at ISBI Aceh
Source: Data and Analysis

Some of positive things institutions received during the pandemic in terms of saving on running costs for education were reflected in responses from managing authorities (Fig. 10). Almost everyone agreed that budget savings in business travel, seminar trips, and everyday office life were 72.7%, while the savings in building maintenance costs and the need for temporary workers did not result in significant savings, since educational buildings had to be maintained even in times of the pandemic, but with reduced frequency. The same thing happened in the contract labor finance sector.
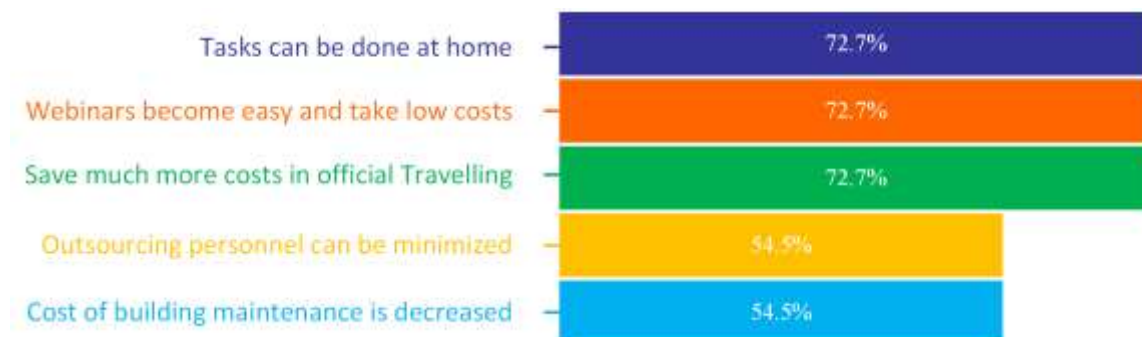

Figure 10. The new positive impact of online learning
Source: Data and Analysis

4. CONCLUSION

The online learning system has serious implications for learning models, processes, procedures, and methods that require structured adaptations and adjustments in ISBI Aceh academic community to achieve maximum results. The adaptation and adjustment efforts carried out by ISBI Aceh academic community have produced good results as shown by the average learning outcomes at a level of 60% - 70%. Although online learning offers several financial benefits for both the administration of educational institutions (e.g. savings on official travel budgets, seminar and conference costs), lecturers and students (e.g. transport costs, stationery fees, and others); The atmosphere of educational and teaching process at ISBI Aceh lost their spirit, however, so that the enthusiasm for science development, especially in the field of cultural studies, decreased significantly, which was reflected in the response of ISBI Aceh academic community (> 70%) who found that the concepts of

Art Dance, Fine Arts, Crafts, Theater Arts, Musical Arts are educational concepts that are very difficult to implement online. COVID-19 pandemic has disrupted all sectors, but behind it, there are lessons and positive things to be taken from all parties, including ISBI Aceh academic community. Survey data shows that COVID-19 pandemic has spawned several methodologies and application models and has inspired new ideas that can be used in the management of education, teaching, and also the development of science, especially in cultural arts fields.

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