

Tantangan dan Peluang Dalam Pembelajaran Daring pada Masa Pandemi Covid-19: Perspektif Dosen Fakultas Ilmu Sosial dan Ilmu Politik Universitas Padjadjaran = Challenges and Opportunities of Online Learning Implementation at the Faculty of Social and Political Sciences Padjadjaran University During the COVID-19 Pandemic: Lecturers' Perspective

Ahmad Faza, author

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Abstrak

Adanya pembatasan interaksi fisik dan pembelajaran tatap muka akibat pandemi COVID-19 menyebabkan Fakultas Ilmu Sosial dan Ilmu Politik Universitas Padjadjaran melakukan transisi pembelajaran tatap muka menjadi pembelajaran daring. Pihak fakultas menilai bahwa pembelajaran daring dapat menimbulkan tantangan dan memberikan peluang, khususnya apabila dilihat dari sudut pandang dosen. Penelitian ini bertujuan untuk mengidentifikasi tantangan serta peluang dalam penyelenggaraan pendidikan secara daring berdasarkan sudut pandang dosen. Proses identifikasi dilakukan dengan melakukan survei dengan kuesioner yang bersifat open-ended questions dengan panduan pertanyaan merujuk pada identifikasi tantangan dan peluang hasil systematic literature review (SLR). Hasil survei kemudian dilakukan analisis tematik untuk mengidentifikasi tema-tema tantangan dan peluang. Analisis tematik menghasilkan empat tema tantangan dan tiga tema peluang. Tema tantangan meliputi: Tantangan Pelaksanaan Perkuliahan, Tantangan Institusi, Tantangan Individu, dan Tantangan Teknologi. Tema peluang meliputi: Peluang Individu, Peluang Perkembangan Metode Pembelajaran, dan Peluang Akses Eksternal.

.....Face-to-face interaction was prohibited by the government caused by COVID-19 pandemic. Due to prohibition of face-to-face interaction, online learning was used as alternative for conducting learning activities at Faculty of Social and Political Sciences Padjadjaran University. During transition period, faculty member identified several challenges and opportunities on online learning that came from lecturers' perspective. This study aim to identified challenges and opportunities that came from online learning based on lecturers' perspective. Systematic literature review (SLR) was used to identified challenges and opportunities of online learning from previous studies. Then, survey was conducted with lecturers that teach in higher educational institution as respondents. Open-ended questions was formed based on literatures and used to collect lecturers' opinion about challenges and opportunities of online learning. Thematic analysis was used to analyzed and identified pattern and theme of challenges and opportunities that emerged from lecturers' opinion. Four themes found regarding challenges including: courses delivery and evaluation, institutionals, individuals, and technological challenges. Three themes regarding opportunities including: individuals, development of teaching method, and external accessibility.