

Student's Participation and Attendance in Following Lectures during Normal and Pandemic Covid-19 era

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Abstract

This study discussed how the participation and attendance of students attending class during the normal period and during the Covid 19 pandemic era, on the second semester of the 2019-2020 academic year. Participants involved were as many as 129 regular class of 2017 students from the English language education study program, the language education faculty of IKIP Siliwangi Bandung. This study applied a qualitative research approach, the method of preparing and presenting the research results was made descriptively. The data collection technique was done by observing, interviewing, studying documentation, and searching online. The main instrument was the researcher himself. The results showed that students' participation and students' attendance in attending lectures during normal times and during the Covid-19 pandemic era showed a contradiction in circumstances.

Keywords: *Student participation and attendance, lectures, normal and pandemic covid-19 era.*

1. INTRODUCTION

The Covid-19 pandemic has had an impact on almost all aspects of human life today, including the impact on teaching and learning activities held both formally and informally. One of the teaching and learning activities affected by the aforementioned disease outbreaks is teaching and learning activities in universities.

Based on empirical observations done by researcher, there were at least two aspects of learning activities in higher education that have been affected by the spread of the corona virus that has occurred since the end of 2019. The two aspects of learning that have been affected are participation and attendance. Students participation in the context of this research is: the ability of students to express their opinions; students ability in answering questions; the students ability to ask questions; students ability in submitting rebuttals; students ability in doing assignments: the ability of students to take brief notes on lecture material. Meanwhile, the presence in the perspective of this research is the presence of students in taking lectures offline and online. The aspects of learning in tertiary institutions

that are affected by this deadly virus outbreak must be able to be addressed wisely by lecturers and all related parties.

In Indonesia, the enforcement of the Covid-19 emergency began in mid-March 2020 which was marked by a 'lockdown' which lasted for several months, and since August 2020 the condition was declared in the form of a new normal, or new normal era. With this fact, teaching and learning activities in that time span are divided into two, namely: learning in the normal era and the new normal era. The learning that took place before mid-March 2020 was carried out face-to-face, while the learning in the normal era was only carried out online, this certainly led to differences in student participation and attendance. Related to this situation, the writer wanted to know more about the student's participation and attendance in both eras.

Participants involved in this study were 129 regular class of 2017 students consisting of three classes, namely classes A1, A2, and A3. The research was conducted in the even semester of the 2019-2020 academic year, the authors observed the participation and attendance of students in taking lectures offline and online during that semester. The purpose of this study is to describe how the participation and attendance of students in attending lectures during normal times and in the current era of the Covid -19 pandemic. While the benefits of this study are to illustrate how online and offline learning actually impacts on student participation and their presence in attending lectures.

1.1. *Related Studies and Literatures*

1.1.1. Studies

Suryosubroto (2002), as quoted by Safrida, et. al. (2017) explained that students' participation in learning appears in the following activities: (a) doing something to understand the subject matter with confidence; (b) learn, experience, and discover for themselves how to acquire knowledge situations; (c) feel for themselves how the tasks assigned by the teacher to him; (d) study in groups; (e) trying certain concepts on their own; and (f) communicating the results of thoughts, findings, and values orally or research.

Students' learning participation is the level of students' activity in participating in learning activities both offline and online. Learning participation indicators include (1) the ability to express opinions; (2) ability to answer questions; (3) ability to ask questions; (4)

ability to submit rebuttals; (5) ability to do assignments; (6) ability to make summary notes. <https://www.google.com/search?save>.

Research conducted by a number of researchers shows that student participation during lectures in class during normal times can be known, among others, as explained below, Martono et al., stated their research results that in class discussions only 15% of students were active during the discussion.

Safrida et al. concluded their research results that active student participation is shown by speaking or giving opinions, answering and asking questions to the lecturer, or providing comments in class discussions'

1.1.2. Literatures

The existence of students' participation is inseparable from the motivation that the student has. Even though all the requirements, facilities, and infrastructure for learning have been well prepared, if there is no motivation to learn from the learner, then all of them will not result in good learning participation. According to Djiwandono (2006: 329),

Motivation is a very important prerequisite for learning. Buildings were made, teachers provided, complete learning tools, with the hope that students would enter school with enthusiasm. But all that will be in vain if students are not motivated to learn.

Motivation according to Sudiyono (2009: 25-26) quotes the opinion of Robbin (1998: 168) Motivation as the willingness to exert high level of effort forward organizational goals, conditioned by the effort's ability to satisfy some individual need.

Students' motivation to learn will increase and will continue to be repeated if the achievement is given a kind of reward in the form of a good assessment. Conversely, behavior that is not reinforced or punished tends not to be repeated, for example students who get low achievement tend not to be repeated, because there is a feeling of fear of getting the next punishment. Thorndike, who is famous for his theory of learning motivation The Law of Effect, argues that learning is a process of "Stamping in" (remembering), forming is related to stimulus and response. (Sri Esti, W.D., 2006: 126).

Referring to the statement of the National Information and Communication Technology Council (Wantiknas) the weaknesses of implementing the e-learning system in learning activities are, (1) Limited internet access. If you are in an area where there is no stable internet coverage, it will be difficult for you to access e-learning services. This of

course still happens a lot in Indonesia considering that some 3T areas (underdeveloped, frontier, and outermost) are still not covered by internet access. In addition, the price of internet data usage is still considered quite expensive for some Indonesians. This causes the ability to take advantage of e-learning is still considered a privilege. (2) Less interaction with teachers. Some e-learning learning methods are one way. This causes less teacher and student interaction so that it will be difficult for you to get further explanation about material that is difficult to understand. (<http://www.wantiknas.go.id/id/berita/empat-kel-excess-dan-kekurang-dalam-menerentuk-e-learning>)

2. RESEARCH METHODOLOGY

2.1. Research Approach

This study uses a qualitative research approach. According to Sukmadinata (2010: 116) Qualitative research is a research approach aimed at understanding social phenomena from the perspective of the participants. Qualitative research uses a multi-method strategy, with the main methods being interviews, observation, and documentary studies. In conducting research, the researcher integrates with the situation under study, in contrast to quantitative research which takes a distance. Qualitative research has several fundamental differences with quantitative research which originates from the basis of differences in philosophy and understanding reality.

2.2. Research Methods

The method of compiling and presenting the results of qualitative research is generally carried out by describing the findings obtained in the field while the researcher is conducting his research. According to Creswell (2017: 273) the basic procedure in reporting qualitative research results is to develop descriptions and themes derived from research data, especially descriptions or themes that contain various perspectives from participants or detailed descriptions of the realm (setting) or individuals. It compiles and reports research results on how student participation and attendance in participating in learning activities in both the normal and new normal eras is carried out by interpreting and describing the findings obtained in the field.

2.3. Data Collection Technique

Techniques used in order to collect data for research purposes are carried out by conducting interviews with participants, conducting field observations to find out the

obstacles faced by respondents, and by conducting documentation studies of the document archives of lecture activities. In addition to the techniques already mentioned, data searches are also carried out online through the help of social media in the form of the internet.

2.4. Research Instruments

As the main instrument of this research was the researcher himself, to make the data valid, researcher took triangulation approach in collecting and analyzing the data. In addition, according to Nasution (1988) in Sugiyono (2010: 307), researchers are a suitable research instrument for similar research because they have the following characteristics: (1) the researcher is a sensitive tool and can react to all stimuli from the environment which he must estimate to be significant or not for research; (2) researchers as a tool can adapt to all aspects of the situation and can collect various kinds of data at once; (3) every situation is the whole, there is no single instrument in the form of a test or questionnaire that can capture the gravity of the situation, except humans

3. RESULTS AND DISCUSSION

This section explains how the findings of the research conducted by the researcher and the discussion of the findings associated with the author's opinion and the theory used as the basis for the research.

3.1. Result

An observational study conducted on 129 regular class students (3 classes) during the normal period, namely at the beginning of the semester to the middle of the even semester of the 2019-2020 academic year, (January to March 2020), showed that students tend to participate less in attending lectures, this was indicated by an indication that students were not brave enough to express their opinion about the lecture material delivered by the lecturer; students was less able to answer lecturer questions; students lack the courage to ask questions to the lecturer; students lack the ability to refute the opinions of friends and lecturers about what they know; not all students do the assignments given by the lecturer; and not all students were able to make a summary or lecture notes properly related to lecture material. However, the number of students who attended class to attend lectures seemed to show high enthusiasm.

An observational study conducted on 129 regular class students (3 classes) during the Covid-19 pandemic, namely in the mid-semester to the end of the even semester of the

2019-2020 academic year, (April to June 2020), showed that students tend to be more participate in attending lectures, this was indicated by an indication that students were more courageous in expressing opinions about the lecture material delivered by the lecturer; students are better able to answer lecturer questions; students are more willing to ask questions to lecturers; students have more ability to refute the opinions of friends and lecturers about what they know; almost all students do the assignments given by the lecturer; and almost all students are able to make a summary or lecture notes properly related to the lecture material. However, the number of students who attended class to attend lectures seemed to show a decreasing trend.

The results of a documentation study conducted by the researcher showed that the number of students who were categorized as active participation in attending lectures during the normal period (January - March 2020) and during the COVID-19 pandemic period (April - June 2020) were,

Table 1
Data of Students Participating in Following Lectures on January to March 2020.

Indicators of students participation in following lectures on January to March, 2020.	
Expressing opinion	: 7%
Ability to answer the questions	: 5%
Ability in asking questions	: 5%
Ability to refute the questions	: 3%
Ability to do the tasks of lectures	: 24%
Ability to make summary of lectures	: 35%
Everage :	: 13%

Source : Lectures Record for Second Semester 2019-2020 Academic Year.

Table 2
Data of Students Participating in Following Lectures on April to June 2020.

Indicators of students participation in following lectures on April to June, 2020.	
Expressing opinion	: 37%
Ability to answer the questions	: 25%
Ability in asking questions	: 30%
Ability to refute the questions	: 23%
Ability to do the tasks of lectures	: 24%
Average	: 35%
Ability to make summary of lectures	: 35%
Everage	: 35%

Source : Lectures Record for Second Semester 2019-2020 Academic Year.

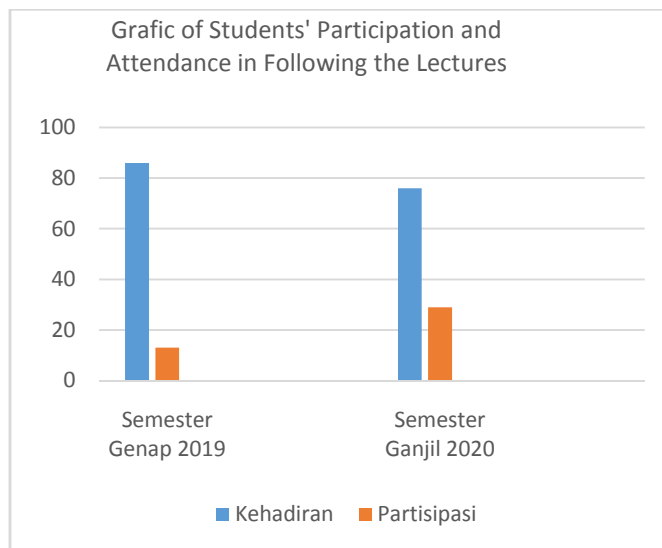
Observations made during online lectures show a tendency for the number of student's attendance to decline, this is reinforced by data obtained from students' attendance lists made during lectures. Meanwhile, the results of the documentation study conducted by researchers related to the number of students attendance in attending lectures at the beginning of the semester to the middle of the even semester of the 2019-2020 academic year and in the mid-semester to the end of even semester of the 2019-2020 academic year shows the following data,

Table 3
Percentage of Students' Attendance in Following Lectures on January to March 2020.

Student classes	: A1/A2/A3 2017
Total of student	: 129 persons.
Attendance on Jan to March 2020	: 86.52%
Attendance on April to Jun 2020	: 76.74%

Source : Lectures Record for Second Semester 2019-2020 Academic Year.

The graph of the comparison of the number of students who are active in participating in lectures and the number of their attendance during lectures during normal times and during the Covid-19 pandemic is as follows,



3.2. Discussion

In line with the research objectives, the discussion of research findings in the field that will be discussed in this paper includes student participation in learning and student attendance in attending lectures.

3.2.1. Students' Participation

From the findings of the research results, it was known that student's participation in joining the class was 13%. This can be interpreted that lectures carried out offline during normal conditions cannot be maximally utilized by students to take opportunities by taking part and participating actively in attending lectures.

Lack of student participation in attending lectures in normal times can be seen in plain view, namely the feeling of being bored with routine lecture activities among students so that they feel less interested and less challenged in terms of expressing opinions; Answer the question; asking question; submit rebuttal; doing assignments: and less motivated to make summary notes of lecture results. Symptoms that appear from the lack of student participation in attending lectures are shown by the following: students are passive, if given the opportunity to ask questions they tend to be silent, if they are asked questions about the

lecture material presented they are unable to answer, are less able to defend arguments or opinion, if given lecture assignments are rarely done, rarely make brief notes on lecture material.

The lack of student participation in attending lectures in normal times cannot be separated from their low learning motivation. Motivation is one of the most important prerequisites in learning, even though the complete and complete learning facilities and infrastructure have been provided properly and completely, if there is no student motivation to want to learn, the results will be in vain.

The total student's participation in joining class as found in this research (13%) was not so far different with the result of research that was done by Martono et al., He stated their research results that in class discussions only 15% of students were active during the discussion in offline class.

From the findings of the research, it is known that the number of students who participated in taking part in lectures during the COVID-19 pandemic showed a figure of 29%, this means that the number of students who were classified as participating in lectures was 23 out of a total of 129 students. This can be interpreted that lectures carried out online during the Covid-19 pandemic can be maximally utilized by students to take opportunities by taking part and participating actively in attending lectures.

The increase in student participation in attending lectures during the Covid-19 pandemic means that students seem to find a new atmosphere in following the teaching and learning process. In addition, because nowadays the teaching and learning process is carried out online, students feel more daring to participate actively, which is shown by the courage to speak or give opinions, answer and ask questions to the lecturer, or provide comments in class discussions.

The increase in student participation in attending lectures during the Covid-19 pandemic cannot be separated from their increased learning motivation. The increase in student learning motivation in the new normal period cannot be separated from the feeling of students as if they have been freed from a situation where they feel that their activities are limited because all their learning activities must be done from home. With lectures taking place online, they seem to be able to freely vent their sense of limitations in learning during this Covid-19 pandemic.

3.2.2. Students' Presence

From the observations made and the results of the documentation study which showed a decrease in the number of student attendance in attending lectures that were held online, it could be interpreted that students experienced a number of problems with means of communication during lectures. Constraints that commonly occur among students are that not all students have a computer or laptop, the problem with the internet network that has not reached all areas where students live, and the problem of paid internet quota that cannot be owned by students forever.

Online lectures do have a number of weaknesses, namely limited internet access, and the price of internet data usage is still considered quite expensive for some Indonesians. This causes the ability to take advantage of e-learning is still considered a privilege. Less interaction with teachers. Some e-learning learning methods are one-way. This causes teacher and student interaction to be reduced so that it will be difficult for students to get further explanations about material that is difficult to understand.

From the facts above, the impact of online lectures is felt by some students, namely the difficulty of being able to attend lectures, one indication of which is the reduced number of students who can attend lectures that take place online.

4. CONCLUSIONS AND RECOMMENDATION

4.1. *Conclusions*

Referring to the findings and discussion of the research findings, the author managed to conclude the results of his research as follows,

First, the number of students who actively participated in lectures during normal times showed 13%, while during the Covid-19 pandemic it was 29%. This means that there is an increase in the number as a percentage.

Second, the number of students who attended lectures during normal times showed a figure of 86.52%, while during the Covid-19 pandemic it was 76.74%. This means that there is a percentage inheritance.

Third, student participation and student attendance in attending lectures during normal times and during the Covid-19 pandemic show a contradictory situation.

4.2. *Recommendations*

For lecturers, in providing lectures online, they must be wiser and consider the obstacles faced by students.

For students, they must participate more in attending lectures, especially in lectures that are conducted offline, on the contrary, they must increase their attendance in following lectures, especially in lectures that are conducted online.

For other researchers, this small research can be improved by involving the larger data and range of participants.

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