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Challenge and Response of Social Studies Graduate Students in Online Learning During Covid-19

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Abstract

This study aims to analyze the challenges and responses of social studies education students in online learning during the covid 19 pandemic. The research used a qualitative method. The type of research used is a case study. This study discusses the challenges and responses of social studies graduate students in online learning at Universitas Negeri Surabaya (Unesa). The research data sources are in the form of documents, photos, observation sheets, and interviews. The study's findings indicated that each year is unique, even if the deployment of online education raises several issues for students. During the early stages of the pandemic, Universitas Negeri Surabaya Graduate students face psychological challenges, difficulties developing emotional attachments with lecturers, and difficulties providing internet access independently. Then after a year of adaptation, the learning process made students collaborate better. This process forced students to be more independent. However, some other groups of students prefer to have online learning because they can assure that they can be focused on education, and proficient in using laptops and smartphones and the application or learning platform.

Keywords: Online learning, Challenges, Response, Graduate students

Introduction

Until now, the COVID-19 pandemic has lasted for two years. The COVID-19 pandemic has had a significant impact on all social life. Physical distancing, work-from-home policies, and other constraints contribute to a decline in the quality of life in numerous sectors, including education. The policies are expected to reduce human mobility so that transmission of the virus can be reduced. In education, the government prohibits face-to-face learning, especially in the second half of 2020 until there is a reduction in the region's risk level. After September 2021, some areas have been allowed for limited face-to-face learning with strict health protocols; however, most other areas continue their learning process fully online. These phenomena happen not only in Indonesia but in all countries globally, where the level of exposure to COVID-19 is still high. The

problem is that not all elements of the school community are ready to face such conditions (Firdaus et al., 2020; Tang et al., 2021).

Online learning is one of the distance learning implementations. Distance learning takes us back to the 18th century, when it was started. At that time, education is accomplished by weekly contact between teachers and students. Students return the following week once the teacher distributes materials and assignments. Distance learning accelerated its development towards the turn of the twentieth century, owing to the widespread usage of radio broadcasts. Students receive modules and other teaching materials in addition to radio broadcasts.

Numerous large countries, like the United States, Canada, Australia, and South America, applied these lessons to provide access to isolated places (Litto, 2018), Australia (Latchem, 2018), and Africa (Potter & Naidoo, 2012). The use of distance learning is considered cheaper than building educational facilities and teachers sent to a remote place (Belawati, 2010). The teachers in the new area must be able to adapt to the customs of the local community. Failure to adapt will affect teachers–students relationships. Problems also arise if the teacher is not originated from the local ethnic group. They could be experienced cultural barriers.

In this study, internet technology was carried out more intensively after two decades of the invention of the internet around the 1980s. In the 1970s, the internet network sent emails for modules and assignments. In the next decade, online meetings were held for adult education in the form of courses and training (1981), then for executive education, primary and secondary education (1983), undergraduate education in Canada (1986), and widely through open universities in England (1989). Currently, all open universities organize online learning, including the Indonesian Open University (Daniel, 2019; Harasim, 2006). The application of learning depends on the development of learning media. This learning media develops along with the demands of online learning (Belawati & Baggaley, 2010).

In industrialized countries, online education is gaining popularity as a way for people to continue their education without giving up their day professions. While enrollment in higher education has decreased in the United States, enrollment in online college continues to grow (Martin et al., 2020). Throughout the pandemic, beginning in early 2020 and continuing to the present, the usage of internet technology in education has increased. While conventional universities are not yet prepared to use it, all are now required to incorporate technology into the teaching and learning process via online media. The digital gap, defined by region, social class, gender, and ethnicity, makes it challenging to adopt online learning efficiently (Saha et al., 2021).

Additionally, the abrupt shift to online learning has created difficulties for instructors and students alike. (Andel et al., 2020). This transformation requires that all stakeholders be prepared for challenges that may develop during implementation. From a managerial standpoint, the school shifted its instructional model to collaboration with various facets of society (Bacher-Hicks et al., 2021).

Online learning requires higher computer skills, so technological readiness can determine learner skills in practicing with technical tools and skills in using online learning media (Tang et al., 2021). Less tech-savvy learners are trying to adapt and cope with the move to online modes (Hussein et al., 2020). According to the current developments, online learning will make students and teachers more familiar with using technology to strengthen online learning.

In the COVID-19 pandemic, online learning has proven to be an effective alternative to replace traditional learning methods to avoid transmission of the virus (Yang et al., 2021). The decision to conduct online learning to keep knowledge transfer activities between learners and teachers. The interaction between students

and teachers, students and their parents, education management, and other activities are moved to the virtual world (Jomezai et al., 2021).

When the interaction during learning is transferred to the virtual world, various issues develop. In contrast to face-to-face interactions, online learning does not store the emotions expressed during teacher-student dialogue. Additionally, technological stuttering increases anxiety for both students and teachers (Kim et al., 2005). Meanwhile, educational institutions must address the issue of financing and managing information technology, which is the primary tool for online learning (Rasheed et al., 2020).

The online learning policy in Indonesia was started based on the decree of the Indonesian Minister of Education and Culture (Mendikbud RI) No. 36962/MPK.A/HK/2020 dated March 17, 2020, regarding online learning and working-from-home in preventing the spread of COVID-19. In the decree, the minister urges students to carry out learning activities and work from home through video conferencing or online communication. This decree was then followed up with the Circular Letter of the Minister of Education and Culture of the Republic of Indonesia No. 3 of 2020 concerning Prevention of COVID-19 in Education Units dated March 9, 2020, and the Circular Letter of the Minister of Education and Culture of the Republic of Indonesia No. 4 of 2020 dated May 18, 2020, regarding the implementation of education during the emergency period of the spread of COVID-19, following the guidelines in SE Kemdikbud RI No. 15 of 2020 dated May 18, 2020 (primary and secondary education). Guidelines for organizing online lectures for universities are stated in Decree No. 420-3987 of 2020 concerning Guidelines for the Implementation of Learning in the 2020/2021 Academic Year and the 2020/2021 Academic Year, during the 2019 Coronavirus Disease (Covid-19) Pandemic Period.

The transition from conventional to online education presents a difficulty for learners at all levels of education, including primary, secondary, and higher. At the elementary and secondary levels of education, family support is critical to students' success with online learning. Meanwhile, adaptability is a crucial characteristic of students at the higher level. Thus, it is reasonable for students to assert that conventional education is more effective than online education (Firdaus et al., 2020). The response to online learning may depend on where the students are when they are learning, so there are differences. The sudden shift to online learning has presented new opportunities and unexpected challenges for those affected (Dong et al., 2020).

Research related to this subject is "Student Perspectives and Challenges of Online Learning during the COVID-19 Pandemic: Cases from the University of Jordan" (Jaradat & Ajlouni, 2021). Financial issues, internet access, e-learning platform services, hardware, and software availability, mental health, motivation, focus, time management skills, technical abilities, technical orientation, and assistance are all identified as barriers to online learning. Additionally, technophobia, isolation, instructor interaction, teaching methodologies, high-quality learning materials, assessment, and evaluation are all factors to consider. The second is "*Impact of COVID-19 Emergency Transition to Online learning on International Students*" (Erlich et al., 2002; Harasim, 2006; Negash et al., 2008) The research findings indicate potential ways to improve online learning for all parties involved by incorporating features like planning, risk management, and a knowledge base, emphasizing providing user-friendly content and integrating numerous other quality-of-life enhancements. This research is critical because it has the potential to impact society positively. The following study is entitled "*COVID-19 and E-Learning: The Challenges of Students in Tertiary*" (Aboagye et al., 2020). According to the findings of this study, the most significant barrier to online learning for learners is accessibility. Social difficulties, lecturer issues, academic issues, generic issues, and which variables are the most critical impediments to students'

decisions to study online are highly relevant.

In contrast to exact education (natural sciences), where the problem lies in implementing laboratory practices, social studies, and other social sciences, education learning becomes quite complicated in delivering course material and practice. In the learning guide during the pandemic through the Ministerial Decree No. 41 of 2020 dated June 15, 2020, regarding Guidelines for the Implementation of Learning in the 2020/2021 Academic Year and the 2020/2021 Academic Year during the COVID-19 pandemic, along with the guidebook published by the Director-General of Higher Education Kemdikbud RI dated June 19, 2020, students of the sciences nature it is possible to continue to practice in the laboratory with health protocols. Meanwhile, it cannot be done for students of social studies education and other social sciences to conduct field lectures in the community and practice teaching offline. This is faced by students of the Social Studies Graduate programme at the State University of Surabaya. Such conditions are simultaneously a challenge and strengthen their position because social studies helps convey what it means to be a citizen who is a citizen, and this is in accordance with the global vision curriculum in higher education, which prepares students with the knowledge, skills, and mindset to tackle sustainability from local to international in context and scale. Social studies learning in Graduates seeks to prepare all students to think according to the worldwide society and keep abreast of existing developments. IPS can be defined as “a bonding process based on verification with social reality and the dynamic information obtained from this process”.

The information above demonstrates the serious importance of doing research on the problems and responses of Post Graduate Programme of Social Studies students engaged in online learning during Indonesia's COVID-19 epidemic. This study was conducted to find out how the challenges of social studies students in online learning during the covid 19 pandemic and how social studies students responded to online learning during the covid 19 pandemic. The question then is, how do IPS students of the State University of Surabaya respond to changes in the learning system during the COVID-19 pandemic. In order to examine the response, it is necessary to know what challenges have been faced so far.

Research Methods

The research applied qualitative methods and case studies (Yin, 2003, 2018). This type of research is used to thoroughly investigate the phenomenon of social life comprehensively from various aspects of life (Bogdan & Biklen, 2007; Yin, 2016, 2018). In this case, the problem of online learning for students of the Social Sciences Graduate Program, State University of Surabaya. Researchers observed and explored online learning problems to understand the challenges and student responses. There were seventeen (17) students. All students come from various cities in East Java, and there are three people from outside the province of East Java. Two of them are Sup (pseudonym, 27 years old) from Wajo, South Sulawesi and Dif (pseudonym, 27 years old) from Tanjung Gadang, Payahkumbuh (West Sumatra). Surabaya is the university's location, and this means that some students are living in the city.

This research was conducted in August and September 2021, and the chosen research location was the Graduate Social Studies Education, Universitas Negeri Surabaya (Unesa). One of the reasons is that Unesa is one of the universities implementing online learning since the government announced the restrictions. This policy was taken because Surabaya is one of the cities most affected by the Covid 19 pandemic. Meanwhile, the

informants of this study were Graduate students of social studies education for the 2019-2021 academic year. This research focuses on the challenges and responses of social studies graduate students in online learning at Universitas Negeri Surabaya. The focus will be seen from the aspects of Teaching Performance, Learning Environment, Equipment and Facilities, Ease of using online media, and psychological conditions. Student responses are adjusted to the opinions and responses of each learner when carrying out online learning.

There are a number of data collection techniques used. The first technique is a structured interview with a combination of questions (closed and open) via a *google form*. This technique is carried out to obtain complete data on objective conditions and lecture life during the pandemic. The use of *google form* was chosen to avoid face-to-face meetings that risk the transmission of COVID-19. After observing and analyzing the contents of the *google form*, the second technique, the researchers conducted in-depth interviews through WA voice calls and WA VC (Whatsapp Video Calls). Implementation depends on the willingness of the informant to be interviewed. The third technique is observation. The observation technique is carried out during the online learning process. Recorded online learning conducted by researchers and teachers is evidence of these observations.

From the data collected, the researcher carried out several stages of analysis. The first step was to collect and record all the interviews conducted when data were collected, starting from interviews, observations, and documentation. The second step is coding at the residences of Unesa Graduate social studies education students. In the third step, we analyze the results of the coding implementation based on the steps that previous researchers have carried out. The fourth step is to make a statement to explain the dominant pattern of coding analysis results (Yin, 2018). The next step is triangulation, namely making comparisons between theory, data, and the consequences of previous studies to explain if there are differences between the findings and previous research. After the triangulation, the research results are tested for transferability. The last step taken by the researcher is that the researcher develops a proposition that explains the pattern that has been found in this study (Yin, 2018).

Data Finding and Analysis

Coping Strategies for Online Learning in Early Pandemic

The data obtained, students in the 2019 year had experience face-to-face learning, only one semester. Then in February 2020, When the online lecture policy was applied, Nuzulmi (one of the respondents) stated that he was not comfortable because he was not enthusiastic, did not feel comfortable, lacked motivation. So that the learning process becomes an unpleasant process, and the students become lazy to study.

In the process of learning, for example, in the subject: Social Problems, they were assigned to write scientific articles related to social problems. Initially, students found it challenging to communicate, and they lacked flexibility in communicating with lecturers. However, due to circumstances, students were forced to study independently, causing students (then) to find one social problem at that time, namely the covid 19 hoaxes. Students can search for data by conducting interviews with the surrounding community concerning various kinds of misinformation related to corona. In the student area, there is a lot of confusion of information. Every illness is always associated with covid, so many people stay away from health workers for fear of being considered covid or afraid of being infected. So that society has their "false" mindset about Covid 19.

Another thing is the adaptation process, which is different between students. This is related to comfort in the learning process. Some students say they are comfortable studying online at first, then feel uncomfortable,

and some others feel uncomfortable now after being online for too long. One reason for the inconvenience is that they live quite far from campus. There will be euphoria if online lectures are conducted because they save time, energy, and money. However, after more than a year, there were academic interests who felt they had to meet with the lecturer because of circumstances, students finally forced themselves to go online.

On the other hand, some aspects in psychologically also disturbed, feeling uncomfortable, lack of enthusiasm, because it is not a direct communication (face-to-face) and having virtual discussions with friends would not give the best result as the face-to-face discussion. Virtual discussions via WhatsApp (chat) media, or virtual meetings such as Google Meet or Zoom, suddenly become commonly used by many groups to reconnect their ideas. The use of the platform is also one of the challenges/obstacles factors, which are not yet established or organized at first. In the beginning, the learning process mostly uses common social media platforms, for example, chat groups on Whatsapp and other common social media because the stakeholders have not specifically provided the learning system.

After more than a year, one of the solutions implemented by Unesa as an education provider is to provide a digital learning platform specifically for Unesa students. However, the constraints of insight and technological stuttering (poor ICT skills) experienced by lecturers and Graduate students appear. They are not getting used to use ICT in their learning process. The university provides Zoom accounts (premium), as a temporary solution to replace face-to-face methods.

The constraints also appeared because of the use of Zoom. For students, especially those in rural areas, it is related to the availability of signal and internet network: adequate technology and additional cost for providing independent internet connection.

The main challenge is ICT stuttering because of sudden implementation. Everyone has to reduce mobility, so the initial response is the use of improvised ICT, they use the platform, which the user commonly / widely uses, and this is a kind agreement from both teachers and students. Gradually, some platforms emerge, and users become more digital/ICT literate because many pieces of training and webinars and universities then provide a platform for digital learning, namely Vinesa. Customized for their students, on the other hand, the lectures are gradually learning and literate with the digital platform, the facility, and then they become proficient in using LMS (Learning Management System).

Regarding online learning, Unesa has developed it through a technical implementation unit (UPT) called PPTI (Information Technology Development Center). One of its missions is to develop information systems according to academic needs. In the 2005's, PPTI, which was then known as the Computer Center, developed registration, KRS Online, and KHS Online. In 2007 PPTI organized *e-learning* based on *Moodle* as a response to the limitations of *bloggers* used by a number of lecturers in the learning process. Several lecturers use bloggers to convey concise Material and get responses from their students. In its journey, *e-learning* became one of the alternatives when Law no. 12 of 2012 concerning Higher Education Article 7 has provided space for the use of various communication media in learning. In the next stage, PPTI developed a V-Learning called Vinesa around 2017's and lecturers' training. Even then, its use was only limited as a supplement to face-to-face learning.

Since 2019, through LPMP Unesa, PPTI has developed V-Learning integrated with SPADA Kemdikbud and socializes it to lecturers every year. However, the lecturers did not take the use of Vinesa as their daily teaching aids for various reasons. This response is inseparable from the limited ability to master technology for lecturers. Not all lecturers diligently use Vinesa. On the other hand, students also have limited powers in

information technology, especially the Vinesa platform.

The dynamics of learning changed during the COVID-19 pandemic. Following up on the Minister of Education and Culture Decree No. 3 of 2020, the Chancellor of Unesa issued a circular dated March 14, 2020 with No. B/15254/UN38/TU/00.02/2020. In the circular, the Chancellor of Unesa stipulates online lectures, ranging from theory to proposal/final assignment/thesis exams. For the doctoral program, open only attended maha exam - students who tested and testers with health protocol or online. Students and lecturers bear funding for online lectures. Therefore, in the second half-year of the 2019/2020 semester, online learning in each subject is only a maximum of 6 meetings.

Just like other universities, students respond to and criticize online learning policies. When the family's economic conditions are increasingly squeezed due to the COVID-19 pandemic, the cost of online learning is borne by students. Students who were still in Surabaya protested, the Chancellor of Unesa responded with a policy of providing a quota subsidy of Rp. 50,000.00 per month from April to the end of 2019/2020 even semester. The Ministry of Education and Culture provides a study quota subsidy of 17 GByte in the following semester. To avoid an increase in the dropout rate, the Chancellor of Unesa decided to waiver up to the tuition fee (UKT) exemption for those who apply.

In the implementation of online learning, although Vinesa is available, in reality, not every lecturer uses it. Most lecturers choose *WA Group* and *Google Meet* (*G-Meet*). One of the reasons *WA Group* is that it is cheap and can be done anywhere, while *G-Meet* is used because there is no time limit in a teleconference. *Zoom*'s usage time is limited to 40 minutes, except for subscriptions, unlike *G-Meet*. Through the *WA Group*, lecturers can also send a number of video clips about short-duration learning materials with a size of no more than 20 MByte. In the *WA Group*, after providing Material in the form of a powerpoint or the like, the lecturer asks students to comment and ask questions.

The online meeting for the class usually has a prior notice a day before the schedule. The student representatives make an appointment with the lecturer, and then he creates the online meeting link/ space. These methods are routinely used by lecturers of the Social Studies Graduate program. Questions and answers are carried out in the chat column; lecturers or friends can respond directly. Lecturers also answer directly, and students do during presentations or discussions. In online learning, the use of internet media that is separate from the university's online learning system is accompanied by asynchronous or shifting conventional wisdom to online learning, although there are differences as shown in table 1 (Erlich et al., 2002; Negash et al., 2008; Weiss, 2006).

Collaborating Without Emotional Bonding: The Next Step of Adaptation

The students date responses can be seen on table2, and we can conclude that although it have been running nearly two (2) years, or four (4) semesters, learning online graduate programs in an era of pandemic COVID-19 gives "painful" memories for the 2019/2020 class students. Meanwhile, online learning provides a "unique" experience for students of class 2020/2021 and class 2021/2022. Regarding socio-economic background, all students of the 2019/2020 class did not receive scholarships or at their own expense. Tuition fees are obtained in two ways. First, the cost of the pen - upbringing borne by their parents. Second, parents bear part of the cost of education, and the other part is obtained from part-time teaching. They continue their Masters in Social Sciences after completing their undergraduate education from various fields of social sciences. Unlike the

2019/2020 class students, some students from the 2020/2021 class received scholarships, and others paid for it themselves. Since starting lectures, most 2020/2021 students have never visited campus. They register online, take online lectures, as well as their semester exams.

From the experience of the 2019/2020 class of students, when they first had to study online, they had to follow the policies of lecturers who used WA Groups. Even though there are no faces, only comments on the WA Group, they admit that lecturers have strategies to control student participation. When a student does not immediately comment, the lecturer calls the student's name. "... *how to respond immediately; typing in the WA Group isn't easy; isn't it.*" The choice is, they use the web or desktop version of WA. This way, they quickly write comments.

Meanwhile, the use of G-Meet and Zoom was assessed by students to consume data very quickly. "... *One meeting is one gigabyte. The price of one gigabyte ranges from ten to 15 thousand rupiahs, depending on the provider. You can imagine how many meetings and several courses...*" The Ministry of Education and Culture's data package subsidies were not sufficient. Their strategy is to buy additional data packages. Because it consumes data, another method is not to open the camera or turn off the lights because the power goes out. This tactic is a "reasonable" strategy when working and studying from home (Jacky et al., 2021).

In addition to data limitations, several responses are tactics to face challenges in online Learning. When it comes to opening the camera, for example, several laptop devices can't provide a good picture because of the resolution. As a result, students have to buy new laptops. Meanwhile, to get a wifi network, the first use another provider that has a strong network to continue their studies. Second, subscribe to wifi so that learning activities can run smoothly. Third, look for the closest alternative place, such as a café. Another problem faced is that some students work. When it comes to online learning, they use 2 (two) devices. One device is used for work, and the other device is for online learning. Therefore, some students consider online learning to be more effective, "... *most of the students in the class are already teaching in school. so that by going online, they don't have to leave the house, keep working and studying.... Still getting money to pay for college...*" (TM, 24 Years).

Student work activities in online learning also air - a problem when doing PPL (*Practice Field Experience*). In the IPS Graduate program, PPL is conducted online by providing learning to undergraduate students. Students complain about when they have to collaborate with friends in a group, some of whom often do not carry out their teaching duties. The reason is either teaching or working. "... *in the end, I gave in rather than being reprimanded by the supervisor....*" (EK, 25 years old).

Another thing to complain about is the emotional relationship between lecturers and students. This relationship becomes significant when conducting thesis guidance. During online learning, the relationship between lecturers and students is contractual. Lecturers provide materials and assignments, as well as assessments. Students collect projects presentations and receive evaluations. Communication with lecturers can only be done during online learning. Lecturers also remember each student's face and characteristics and students carefully. When sending messages via WA, the lecturer does not immediately answer. The same is true for thesis guidance. If you send the file via WA, the lecturer will not directly check and answer it. "... *I am now back in my boarding house for guidance...Making appointments with lecturers, going to campus and consulting...If you rely on online, the thesis cannot be completed...*" (Rt, 24 years old). Unfortunately, for reasons of not wanting to be exposed, the lecturer is not necessarily willing to meet him.

One of the example cases stated by Nuzulmi, by doing discussion he then find his theme for research about a social problem about hoaxes in covid 19 pandemic in his neighborhood. Graduate students are unique

and different because they already have experience in university in their undergraduate studies. That's why their challenge and problem are also different from other groups of students.

Using Piere Bourdieu's thinking (Bourdieu, 1986, 2013) online learning is a new social practice for graduate students and lecturers. Its success is contingent on various factors, including economic, social, and cultural capital. Students who have developed their financial talents quickly adjust to online education. They finish their online equipment, including internet and data packages, and may even require a laptop upgrade. Meanwhile, it is challenging for students with limited economic capital. For them, online learning becomes a burden. Despite obtaining a data quota subsidy and a reduction in tuition fees (UKT), they have difficulty paying the tuition fees.

Consequently, they use their online learning time to keep working to earn a living and pay for their education. Therefore, excessive concentration on work leads to not completing studies on time. This condition is reinforced by disrupting the relationship between the supervisor and students. There are obstacles in communicating between them when using WA. Due to his busy schedule, the lecturer did not immediately respond. On the other hand, the explanations on WA and the phone could not be understood by students properly, so the results of the improvements did not match the lecturer's request.

Apart from economic capital, social capital cannot be transferred into virtual world relations, namely trust. In contrast to offline learning, in online learning, the lecturer cannot pay attention to students' presence, sincerity, and motivation. An abbreviated name or self-image only represents students in the online learning participant display. To ensure student attendance, the lecturer calls the students several times during the lecture. When no response, then the professor considers that the student is not present. If this happens, the sense of trust will decrease, and the lecturer assesses that students respect and appreciate it. Respect and appreciation are fundamental in social relations in Javanese society (Geertz, 1985). In turn, this affects subsequent relationships in other courses or thesis writing.

The formation of an online learning habitus does not necessarily end with regulations or the provision of Vinesa socialization/workshops. Every individual lecturer and student has the idea of using or rejecting Vinesa. Vinesa, which PPTI has perfected, is not easy for lecturers to understand and do. However, the desire to carry out teaching makes lecturers use other easier and simpler media. This is coupled with an understanding of the realm and the assets owned by students. Learning becomes a boring routine in such conditions because it relies on one simple medium. This is a challenge for lecturers to be more creative (Adendorff et al., 2010; Assie-Lumumba, 2004; Bork & Gunnarsdottir, 2001; Fuller et al., 2011; Jomezai et al., 2021) another option is to collaborate (Brown et al., 2007; Zhang & Ge, 2006).

Conclusion

The COVID-19 pandemic has resulted in fundamental changes in the world of education. Online learning, which was initially been carried out to overcome the distance between the place of study and the learner, is now carried out to reduce the risk of COVID-19 transmission. Online learning includes education not in a distant place but the home of each role holder (teacher and learner). The problem is the use of information technology or changing the habits to e-learning, which is not easy for teachers and learners.

Taking the case of the Social Studies Graduate program, there were stutters from each role holder in the learning process. Both teachers and students who are not familiar with online learning have difficulty due to

limited technical skills and ownership of infrastructure. Teachers also experience the limitations of internet technology skills. Motivation and learning objectives are a primary role in dealing with online learning difficulties.

The Challenges above responded in two stages, first is the coping strategies for online learning in the early pandemic. Then the second is the adaptation in collaborating even without face- to-face meetings that strengthen emotional bonding. After a year of a pandemic for students and teachers, the success of adaptation. Online learning depends on the capital owned by students. Students who have a better background in economic capital easily overcome obstacles in online learning. This is different from those with a less financial capital background. They prefer to focus on work rather than being fully present in online learning. As a result, it affects the period of their studies. Secondly, because it is a new habit for lecturers and students, trust and respect as the basis for social relations cannot be transferred to online learning. These two aspects of social capital affect the process of mentoring lecturers to students. Third, although universities have provided virtual learning (Vinesa) facilities, technological stuttering, both lecturers and students, affects their learning style. As a result, lecturers use simple asynchronous learning technology.

In such conditions, teachers who are “allowed” to do online learning without learning technology experts are inappropriate. The collaboration of various elements will develop a higher- quality online learning program. Of course, the work takes time, and this made the learning process not optimal.

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Table 1. Offline versus online learning in social studies post-graduate programme (master), Unesa

	Offline	Online
Time Schedule	Before the Pandemic (pre-2020) On schedule.	After 2020 On schedule but some teachers need to adjust their activities. Lecturers can be changed if there are other activities There are several cases carried out in the afternoon because there are lecturer activities At the beginning, that set the lecturer. One meeting 1 hour (maximum) Two hours for 4 x meetings
Class / Venue	Class Room Unesa' Graduate Using Class Rooms from the Lecturer's Faculty	WA Group, Zoom Meeting, Google Meet, YouTube.
Learning model	Face-to-face, Discussion, and Presentation	Lectures, Making Learning Videos continue to be sent by WA, Discussions, and Presentations
Question and answer	Direct. Observed and responded to by lecturers and classmates.	Direct and Indirect. Depends on the lecturer. No response from classmates.
Assignment	Each subject has at least one assignment	a brief description. Google Drive posted by Class Leader Only two lecturers use google-class
Discussion for assignment	Can directly ask the lecturer and get direct feedback	Via chatting (WA), the response depends on the lecturer's response (has WA Group Subjects) Can response to teach and communicate with the lecture.
Presence	Manually, do by the lecturers	The coordinator communoctae with the dtaf of universiyu, takes notes via Zoom/Meet (see participant) Don't use Vinesa, so it's not recorded
Material	Direct Whiteboard Media, Powerpoint.	<i>Share Screen</i> . Powerpoint distributed after the meeting
Meeting	Face-to-face meeting	In hybrid meetings, some lecturers are agreed to do offline meeting

Table 2. Challenges and student responses for the Unesa social sciences education graduate program

	Challenge	Response
Internet Fee	Limited from Ministry of Education and Culture Subsidy (17 GigaByte) Gotta turn on the camera out of respect	Purchase an additional data plan Not turning on the camera to save data
Internet Network	Network quality is not the same at home	Use two providers as a solution when there is no wifi facility. Use public wifi if the cafe situation is conducive.
Equipment	Laptop must have a good camera	Buying a new laptop (Price 6.5 million rupiah)
Material Mastery	Limited time for discussion with lecturers	Conducting discussions with college friends via WA Video Call (adding internet fees)
	Can't ask. Because the question is not getting attention from friends	Passive. Not calling attention.
Literature	Can't go to Unesa Library according to Material	Searching and downloading an e-book and e-journal on the site perpustakaan - - a virtual
PPL	Not all IPS material can be explained via virtual Can't get along with students because they don't turn on	Giving priority to learning motivation Adding material sources from the internet
	Not well coordinated. They are not committed to implementing it because they are busy paying tuition fees.	Realizing the difficulties of college friends who work. Give up so that PPL activities continue and are not "heard" by the supervisor
Thesis Guidance	Unable to meet/discuss directly with the lecturer In-WA, it is not necessarily immediately responded to by the lecturer	Conduct direct meetings with lecturers. Boarding house. (Scholarship Students). Not all lecturers want to have face-to-face meetings (fear of being exposed to COVID-19) Doing guidance by first sending the manuscript via WA and waiting for the Lecturer's response
Emotional connection with lecturer	There is not any. Relationships are more contractual.	It depends on the lecturer. Students can't anticipate. Students are aware of being more independent
	It's more stressful if the WA Group is being monitored	WA Web is faster to write answers
Learning Process	Different comfortability, To finish their assignment, especially in doing research. Some of them feel so devastated to write a scientific article from their small research, they need to discuss more with friends and lecture	In certain subject: "Social Problems Studies," the students feel limited in discussion session. They force themselves to do research independently. Along with that they also deactivate themselves to ask and discuss.