

Online Photography Learning in the Midst of the Covid-19 Pandemic

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Abstract

The covid pandemic has disrupted the conventional learning process at every layer of all education. A solution is needed to answer the challenge. Online photography learning is one alternative that can overcome these problems. The purpose of the study was to obtain an overview of online learning at Product Design Study Progra, Faculty of design and creative industries, Dinamika University Surabaya as an effort to suppress the spread of covid in universities. The research samples are students of Product Design Study Program. This study uses a qualitative approach and the type of descriptive research. The data collection procedure was conducted by interview method through google meets and two offline photography learning at photo studio in Dinamika University Surabaya. Data analysis was carried out using the Miles & Huberman interactive analysis technique. The results showed that: (1) students have had basic facilities needed to participate in online learning; (2) online learning has flexibility in its implementation and is able to encourage the emergence of independent learning and motivation to be more active in learning; (3) distance learning encourages the emergence of social distancing behavior and minimizes the emergence of student crowds so that they are considered to reduce the potential for the spread of Covid-19 in the university environment; (4) online learning for photography courses, makes students difficult to understand, because it is not practiced directly to students; (5) with two offline practical lessons and continuing to carry out health procedures, they are able to make changes to better understand how to take pictures, take compositions and set lighting in the studio. Weak supervision of students, the lack of a strong signal in remote areas, and the high cost of quotas are challenges in online learning. Increasing learning independence, interest and motivation, the courage to express ideas and questions are other advantages of online photography learning.

Keywords: *online learning, photography, covid-19, social distancing*

INTRODUCTION

Corona virus or also known as covid -19, was first detected to appear in Wuhan, China on December 31, 2019. Within a month, this virus was able to make WHO (World Health Organization) to declare an emergency status, because at the end of March 2020 has plagued more than 200 countries in the world with the number of

infected over 800 million people and saw its very fast transmission throughout the world, and declared Corona virus a pandemic.

The corona virus disease 2019 (Covid-19) outbreak which has hit 215 countries in the world, presents its own challenges for educational institutions, especially universities. To fight Covid-19, the government has prohibited gatherings, social restrictions (social distancing) and physical distancing (physical distancing), wearing masks and always washing hands. Through the Ministry of Education and Culture, the Government has prohibited universities from conducting face-to-face (conventional) lectures and ordered them to hold lectures or learning online (Kemendikbud Dikti Circular Letter No. 1 of 2020). Universities are led to be able to organize online learning (Firman, F., & Rahayu, S., 2020).

Not a few universities quickly responded to government instructions, including the University of Indonesia (UI) by issuing a letter of instruction on preventing the spread of the corona virus disease (Covid-19) within the University of Indonesia. In the circular there are 10 points and one of them is a recommendation to implement online learning (Yandwiputra, 2020). There are around 65 universities in Indonesia that have implemented online learning in anticipation of the spread of Covid-19 (CNNIndonesia, 2020).

The form of lectures that can be used as a solution during the COVID-19 pandemic is online learning. According to Moore, Dickson-Deane, & Galyen (2011) Online learning is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to elicit different types of learning interactions. Online learning is learning that is able to bring together students and lecturers to carry out learning interactions with the help of the internet (Kuntarto, E. (2017). At the implementation level, online learning requires the support of mobile devices such as smartphones or Android phones, laptops, computers, tablets, and so on). iPhone that can be used to access information anytime and anywhere (Gikas & Grant, 2013). Universities during the WFH period need to strengthen online learning (Darmalaksana, 2020).

The use of mobile technology has a major contribution in educational institutions, including the achievement of distance learning goals (Korucu & Alkan, 2011). Various media can also be used to support the implementation of online learning. For example, virtual classes use Google Classroom, Edmodo, and Schoology services (Enriquez, 2014; Sicat, 2015; Iftakhar, 2016), and instant messaging applications such as WhatsApp (So, 2016). Online learning can even be done through social media such as Facebook and Instagram (Kumar & Nanda, 2018).

Online learning is learning "on the network" as a translation of the term online which means being connected to a computer network. Online learning is a fun learning strategy for students (students) because they can listen to it via smartphones, laptops, or computers, not just reading book. The purpose of this study was to obtain an overview of online learning in the Product Design Study Program Dinamika University during the covid-1 pandemic

MATERIALS AND METHOD

The type of research used is qualitative research. The purpose of this study is to describe online learning held at the Product Design Study Program Dinamika University as an effort to suppress the chain of spread of Covid-19 in the university environment. Online learning referred to in this study is learning photography that uses learning media that can be accessed using internet services. The research was conducted by first conducting a survey to students regarding the application of online learning. The survey was distributed using a questionnaire given to students via WhatsApp messages. There are 10 subjects who have responded to the distributed survey. The survey results were then grouped into two categories of student responses: (1) Agree with the application of online learning; (2) Disagree with the application of online learning.

The research subjects were students of the Product Design Study Program Dinamika University who had carried out online learning, and were grouped based on the responses of the research subjects. There were 10 research subjects from class 2019, 8 students were male and 2 students were female. Data collection is done through telephone interviews and/or zoom cloud meetings. The aspects that were asked in the interview were: (1) facilities and infrastructure owned by students to carry out online learning; (2) Student responses regarding the effectiveness of online learning; (3) Implementation of online learning in breaking the chain of the spread of Covid-19 in the university environment. Analysis of research data was carried out using the analysis model of Miles & Huberman (1994) which consisted of three stages, namely data reduction, data display, and conclusion drawing and verification.

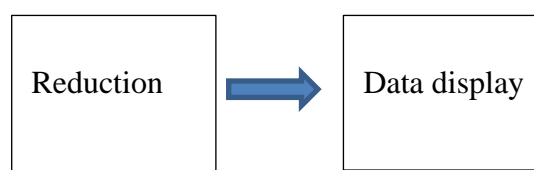


Figure 1: The stage and research data analysis

Data analysis of research data reduction stage is the stage of collecting all the information needed from the results of interviews and then grouping the data. The data display stage is the presentation of data that is needed in research and that does not need to be discarded. The conclusion drawing and verification stage is the interpretation stage of research data to draw conclusions based on the phenomena obtained (Miles, M. B., & Huberman, M., 1994).

FINDINGS/RESULTS

1. Students have adequate facilities to implement online learning

The increase in internet use in Indonesia is influenced by the development of information and communication technology (households already have a computer at home (BPS, 2019). This data is relevant to the results of research which explains that although there are students who do not have laptops, almost all students have smartphones. The survey that has been conducted reports that 54 people have smartphones and laptops and 42 people have smartphones only. The use of smartphones and laptops in online learning can improve student learning outcomes students. The use of online learning using zoom cloud meetings has the advantage of being able to interact directly between students and lecturers as well as teaching materials but has the disadvantage of being wasteful of power and less effective if more than 20 students (Naserly, M. K., 2020). Furthermore, the challenge of online learning is the availability of services internet. Some students access the internet using cellular services, and a few use WiFi services. When the online learning policy was implemented at Dinamika University, students returned home. They have difficulty cellular signal when in their respective areas, even if there is a signal that is obtained is very weak. This is a challenge in itself in the application of online learning at Jambi University. Online learning has weaknesses when internet services are weak, and lecturer instructions are poorly understood by students (Astuti, P., & Febrian, F., 2019). Another challenge faced is the obstacle in financing online learning. Students revealed that to take part in online learning, they had to pay quite a lot of money to buy internet data quota. According to them, learning in the form of video conferencing has consumed a lot of data quota, while online discussions through instant messaging applications do not require a lot of quota, at the dynamics university, students are routinely reimbursed for quota fees. Although the use of gadgets can support online learning, there are negative impacts that need attention and anticipation, namely excessive use of devices. They admit that in addition to learning, students also use smartphones for social media and watching YouTube. Social media has entered the realm of early adult life (Lau, 2017).

2. Effectiveness of online learning

Online learning carried out in the Product Design Study Program Dinamika University in an effort to break the chain of the spread of Covid-19 using learning applications that can be accessed by network Internet. Overall, students are satisfied with flexible learning. With online learning, students are not constrained by time and place where they can attend lectures from their respective homes or from anywhere. With online learning, lecturers provide lectures through virtual classes that can be accessed anywhere and anytime, not bound by space and time. There is one subject who tells that online learning are good because they can be done while working, although sometimes it is not easy to understand but the learning is smooth, even though according to him it is better offline because direct knowledge can be applied properly because it can immediately practice. The research of Sun et al., (2008) informed that the flexibility of time, learning methods, and place in online learning affect student satisfaction with learning. It was found that a unique research result from this study was that students felt more comfortable in expressing ideas and questions in online learning. However, learning photography online makes it difficult for them in practice because it is not done in person. How to operate the camera, along with the buttons, how to practice shooting directly using the camera. Online learning also has the advantage of being able to foster self-regulated learning. The use of online applications can improve independent learning (Oknisih, N., & Suyoto, S., 2019). Kuo et al., (2014) stated that online learning is more student-centered which causes them to be able to generate responsibility and autonomy in learning (learning autonomy). Online learning requires students to prepare their own learning, evaluate, manage and simultaneously maintain motivation in learning (Sun, 2014;).

Online learning has special challenges, the location of students and lecturers being separate when carrying out causes lecturers to not be able to directly supervise student activities during the learning process. There is no guarantee that students are serious in listening to reviews from lecturers. Szpunar, Moulton, & Schacter, (2013) reported in their research that students fantasize more often in online lectures than in face-to-face lectures. Therefore, it is suggested that online learning should be held in a short time considering that students find it difficult to maintain their concentration if online lectures are carried out for more than one hour.

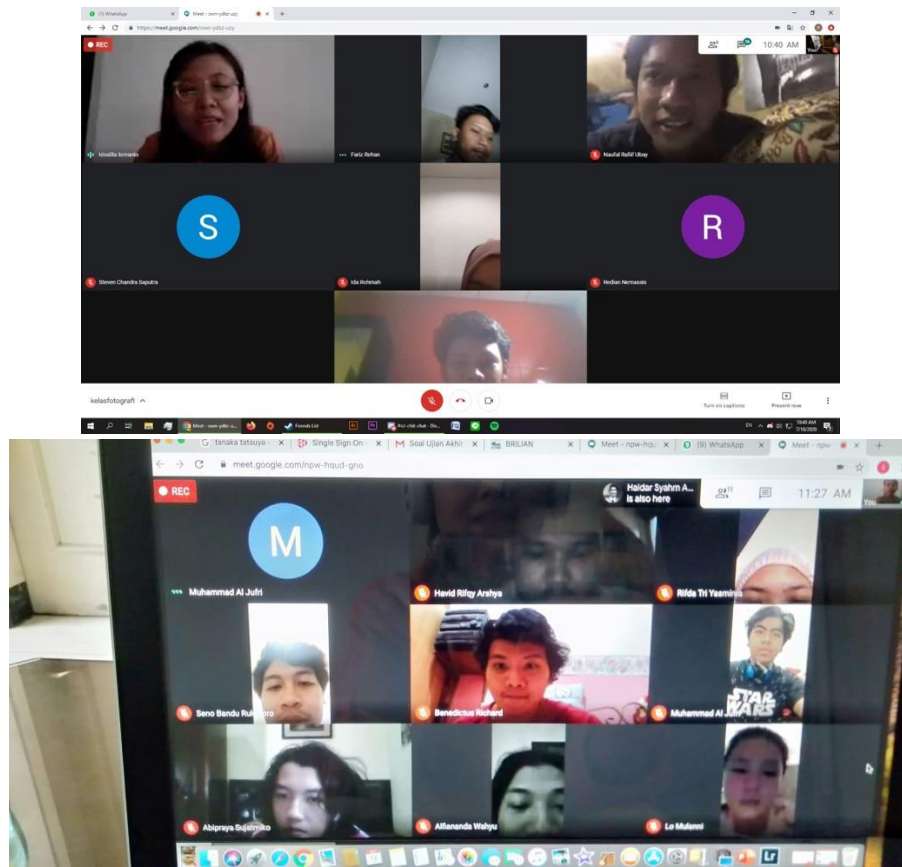


Figure 2: The online photography learning

3. Online learning breaks the chain of Covid-19 spread in universities

The Covid-19 outbreak is a type of epidemic that spreads very high and fast. This epidemic attacks the human immune and respiratory systems (Rothan & Byrareddy, 2020). Prevention of this outbreak is done by avoiding direct interaction of infected people with people who are at risk of being exposed to this corona virus (Caley, Philp, & McCracken, 2008). Regulating physical distance and contact that has the opportunity to spread the virus is called social distancing (Bell et al., 2006).

Various efforts to suppress the chain of spread of Covid-19 in the campus environment, Dinamika University implemented online learning rules. Lectures are conducted using the internet, making it easier for lecturers and students to interact online. Lecturers can create teaching materials that can be accessed by students anywhere and anytime. According to Bell et al., (2017) online learning allows interaction through the web even though they are in far and different places (Arzayeva, et al., 2015). The existence of lecturers and students who are in different places during learning eliminates physical contact and is able to encourage the emergence of social distancing behavior. According to Stein (2020) social distancing is a good solution to prevent the spread of Covid-19.

The implementation of online learning allows students and lecturers to carry out lectures from their respective homes. Students can access lecture materials and send assignments given by lecturers without having to physically meet on campus. This action can reduce the emergence of mass crowds on campus as happened in face-to-face lectures. WHO (2020) recommends that social distancing can prevent the transmission of Covid-19. Unfortunately, in remote areas that do not have good internet access, the implementation of online learning shows a different trend. In dealing with this condition, students who live in areas with weak internet signals will look for certain areas such as hills and sub-districts to be reached by internet access.

4. The difficulties online photography learning

Learning photography by using a camera and using light is not a new thing for Product Design students. However, with the current situation, photography techniques that usually have to be done by practical methods and mostly done outside the home have to be replaced with other methods. This experience encouraged Product Design students of Dinamika University 2019 to share their unique stories and understanding in interpreting the meaning of a camera.

The understanding obtained by UPH DKV students is the result of the approach and teaching methods carried out by lecturers to their students through online learning during the Covid-19 pandemic, which requires students to study from home and practice social distancing. This was acknowledged by the 2019 Product Design students, that in the midst of the current difficult situation, lecturers not only delivered learning materials but were able to establish communication to provide motivation to keep moving forward, creatively, and productively. “for this online learning, there are plus and minus. The plus it’s can avoid the spread of covid-19 and can also experience learning in a new way. The minus is that not all the material can be absorbed properly when the practical study together so it’s a bit difficult” says one of the students. Changing situations don’t hinder creativity with camera and photography. so that any situation does not reduce students’ efforts to explore the camera. In a situation that is currently completely online, lecture practice activities are limited and remain at home. However, it is recognized that this situation encourages their creative power even more.

5. Offline photography learning at studio campus

Learning photography online has been done since March 2020, both teachers and students have adapted to this pandemic. In May 2021, Dinamika University has conducted offline learning but for students who cannot attend, teachers can still teach online and offline in the studio. Opportunities are given to students and

photography teachers to practice photography courses, because there are still many students who do not have cameras. Therefore, the dynamics university provides studio facilities, cameras with requirements for students to provide a letter of permission from parents who allow their children to study offline by complying with applicable health protocols and with a distance of 1 meter. The practice is a studio lecture that focuses on using a camera, using studio lights, practicing light direction and composition, and practicing several photography techniques such as freezing, blurring and panning. When practicing photography, students listen enthusiastically and always want to try to photograph the products they bring from home based on the concept and lighting they want. Apart from the theory presented by the lecturer, students can directly practice the existing theory and directly ask if there are difficulties in taking pictures.



DISCUSSION

The results showed that there was a positive attitude of students who found it easy to carry out online practicum lectures. The results show that the use of information technology has a very important role in the implementation of distance learning at Undika University in the midst of the COVID-19 corona virus pandemic, the learning process can run well with the presence of Information technology that has developed rapidly at this time includes e-learning, Google Class, Whatsapp, Zoom and other information media as well as internet networks that can connect lecturers and students so that the teaching and learning process can run well as it should even

though in the midst of the COVID-19 virus pandemic. Online learning has several benefits, including being able to (1) increase the level of learning interaction between students and lecturers, (2) allow learning interactions to occur anywhere and anytime, (3) reach students in a broad scope, and (4) facilitate improvement and storage of learning materials. Student learning activities with online learning (online) can make students not feel bored, more interested, and active in following the learning, (5) The meaning of learning, ease access, and improve learning outcomes.

CONCLUSION

COVID-19 in the university environment, the Product Design Study Program Dinamika University, carried out online learning as a solution for implementing learning. The results showed that students had the facilities and infrastructure to carry out online learning. Online learning is effective for overcoming learning that allows lecturers and students to interact in virtual classes that can be accessed anywhere and anytime. Online learning can make students learn independently and increase their motivation. However, there is a weakness that students' online learning is not properly supervised during online learning process. The weak internet signal and the high cost of the quota are challenges for online learning. However, online learning can reduce the spread of Covid-19 in universities.

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