
Increased Student Participation in Online Lectures

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ABSTRACT

Abstract: Online lectures have become the wrong option in our digital age. Therefore, in this online lecture procedure, the lecturer was required to be able to produce media and lecture approaches. A favorable learning environment, student participation, lecturer performance during instruction, lecture media, and method are a few of the variables that affect the attainment of lecture skills. This study aims to investigate and characterize the efforts made by lecturers to increase student engagement in online courses. This study used a case study approach to qualitative research as its methodology. The study's findings indicate that there are numerous challenges facing online lectures in the current digital era, including a dearth of engaged students, a lack of infrastructure and resources for lecturers and students, as well as network and Internet issues and data availability quotas. All of the lectures given in online classrooms by professors have an impact. The study's findings suggest that lecturers should try to be innovative and creative during the stages of preparing, implementing, and evaluating lectures online.

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INTRODUCTION

Several different elements, such as lecturers, students, and learning tools, interact in a systematic, planned manner during lectures in order to obtain the desired results in the most effective way possible (Dacholfany & Hasanah, 2020). The effectiveness of lectures will be limited if there is no constructive contact between the individual lectures (Dacholfany 2018), as the lecturer must be well-prepared before lectures are held. Since 2020, the pandemic COVID-19 has drastically altered numerous aspects of field life in Indonesia, including the field lecturer deployment virus. Corona forces all academic institutions to abide by government regulations that temporarily close all campuses and colleges and conduct all lectures online (on a network). Online lectures are classes that can be taken using a variety of tools, including cell phones, laptops, and other devices that are connected to the Internet (Dacholfany, 2022).

In an effort to slow the spread of the COVID-19 virus on campus, lectures delivered online are now Wrong One alternatives. Therefore, a skilled lecturer was required so that

lessons could be conducted online (Dacholfany, 2021). Online models for lectures This raises a number of issues, ranging from lecturer preparedness to mastery. I.T. (Dachulfany, 2022) refers to infrastructure that is not sufficient for the needs of either lecturers or students and has a limited internet connection. In order to boost student engagement in online lectures, the lecturer at Muhammadiyah University of Lampung made an effort that is revealed and described in this study.

METHOD

Which study type was employed? This research is case-based and qualitative (Creswell, 2020). It is crucial to do research in order to gather data for a study that aims to understand social phenomena that take place in a certain process (Dacholfany, 2021). Case studies are a method that can be utilized for research on recent incidents in contexts where the researcher did not intervene in the study's subject (Sahromi, 2022). Study This uses primary and secondary data from two sources. The lecturer's major source of information came from an interview. While the fundamental information is found in paperwork and archives, both of which are crucial for research, data gathering through interviewing and documenting Researchers interviewed a few of the different professors for that course. Researchers create rules for interviews before conducting them. Documentation is done by gathering information that is pertinent to the topic under study. similar to the courses on document planning, implementation, and results. Inductive qualitative model (Matthew B. & Huberman, 2020) data analysis encompasses reduction data, presentation data, and withdrawal conclusions.

RESULTS

Participants 1 and 2 are eye lecturers at Muhammadiyah University of Lampung studying classroom action research, citizenship, and research methods, respectively. Participant 3 is an eye lecturer at Muhammadiyah University of Lampung studying research methods. Results of the interview and participant 1's observation connected to the online delivery of lectures show that most students actively participate in class, but only a tiny portion of them do not, which causes network and internet congestion, etc. According to participant 1, student engagement in lectures was a result of the platforms utilized as lecture media: Google Meetings and Zoom Meetings, which allowed the lecturer to directly watch the students in real-time. Power Point presentations and videos that have been produced in advance are used in the lecture approach. With this teaching technique, students can only actively participate when asked; otherwise, they tend to be mute or passive.

Results from the earlier application technique lecture were sufficient for daily evaluation, but the value of the evaluation during the quiet semester or at the conclusion of the semester declined. Related tools and facilities that the lecturer owns are already sufficient for usage in online classes, with the exception of occasionally restricted campus wifi systems that unexpectedly go down and disrupt meetings with students. He still has pupils who don't own an Android phone but borrow one from their parents so that they may attend classes even when their parents are working. In addition, there are roadblocks like the issue with quota requirements and the network because of where they must stay. He makes an effort to improve student vitality by instilling in them a sense of importance and motivation. Despite the numerous restrictions that must be overcome, study diligently. Create engaging, interactive media lectures. Select subject matter that is relevant to the average student's life.

Results of participant 2's observation and interview, as well as any online lectures That is, he performs it, delivers it, and conducts courses online. Initially, participants are engaged; however, as they become bored, their engagement begins to wane.

Utilized in method lectures The same also applies to participant 1, who is using Zoom Meetings and Google Meetings to initially host a technique lecture and produce a power presentation. However, due to network and quota restrictions that were too severe for the students, it was ultimately decided to use platforms other than WhatsApp. This helped to alleviate the students' network and quota concerns, but the study results were still subpar. Through the approach courses that were completed, the final value is still insufficient since students tend to be less motivated to expand their individual learning while online lectures themselves have very constrained time allotments and content that may be covered. Infrastructure and relevant methods He provided instruction that was already good enough because he also assisted with university services like wifi for university students studying Sarpras. This is a separate complaint from students and parents that added to the condition of the economy during the Century pandemic. Still lots, which are constrained by Android cellphones, networks, and quota data. If you must do lectures, use media like Zoom Meeting or Google Meeting because it's enough to need a quota, which is enough every day. The effort made to get around the limitations of lectures online that are for lower-grade platforms media Which used the synchronous screen-to-screen form changed to the asynchronous use of the WA group or Google Class Rooms, as well as asking students to use book packages that they already own as a source of study and giving material that is closely related to the life of the brand every day so that they are interested in the learning material that is given.

The results of participant 3's observation and interview are included in the online lectures, both of which include positive and negative aspects. The advantages The relationship between the lecturer and the students is growing as they both master the technology. The adverse Enough trouble making lectures; don't bother doing it again if there aren't enough networks or facilities for lecturers and participants to learn, such as computers or mobile devices.

Students are generally less engaged in their studies and occasionally attend Google Meets to follow lectures online. However, they do not want the cameras to be turned on, making it impossible for lecturers to determine whether or not they are actually paying attention to the material or have simply accessed the application before moving on to other things. Which strategy, as employed by participant 3, is discussion with convey, particularly before the PowerPoint presentation? Then A question-and-answer session was held after the meeting. Before the meeting that day, the lecturer gave the students the task of preparing two or three questions about the material that would be studied. This way, when the material was delivered that day, the students would be actively asking questions about it, which would bring the study environment to life. In order to encourage students who are not yet active, the lecturer will ask questions.

The students were inspired to be excited about the control material because of the approach, which produced fairly good outcomes, as opposed to those who were still passive but started to become active because they had been instructed to discuss. Because laptop batteries have no maximum performance, there is no restriction on related methods and infrastructure. Due to limitations on student facilities and infrastructure, cell phone and network access are still a problem, and there is a limited supply. To get around problems with online lectures from his pupils, he uses a different platform. For instance, he sends duplicate material over a WhatsApp group, or he uses Google class rooms so that students can access them whenever they want. His lessons occasionally incorporate voice explanations from Vassilitan on WhatsApp.

DISCUSSION

Results of a mini-study titled "Lecturer Efforts Increase Liveliness of Students in Lectures Online" identified some of the factors that were later found to be true in the study. This study covered the topics of method lectures, facilities, solutions lectures, impact lectures

online, liveliness of students, constraints online, and outcomes of online lectures. There are a few points that may be discussed in an interesting way and used as a guide for how to run online lectures, including any obstacles that may arise and what can be done to make them more engaging for students who are watching lectures online.

Giving support while lectures are in progress helps to increase student activity (purnamasari, Dacholfany, 2020), as the lecturer must support and motivate students at the beginning of each lesson to ensure that they are engaged and productive (Dacholfany, 2022). According to a study by Saepudin published in 2021, some answers can be obtained while watching lectures online. So also innovation Lecturers can provide lecture materials and methods in various creative ways (Dacholfany, 2022), for example by creating PowerPoint slides or also displaying video lectures so that lectures become life. And motivated students to pay attention to the material presented by the lecturer.

In order for students to truly understand the core material provided more easily, media lectures should be personalized with the needed material. In the digital age, lecturers must carefully select their media choices to ensure that their students are engaged in the lectures they are giving and eager to grasp the information they are imparting. This agrees with Dacholfany's explanation from 2022 that engaging lecture materials, such as the game Quiziz, can increase student engagement. Quiziz's implementation only makes lectures more enjoyable and interactive, allowing every student to master the game and gain a wealth of knowledge that will inevitably have an impact on the study results employ asynchronous.

Matter This is done to prevent pupils from getting bored and losing interest in listening to lectures. It is necessary for the lecturer to be motivated in order to advance his knowledge in relation to the materials that will be provided because they are the final association with the content that they must prepare. In addition, the lecturer needs to be able to digitize the content that was previously only available in manual form so that it may be presented to students without any communication barriers. Both the speaker and the student cannot use all of these efforts as examples. What can be done to make the online learning process more lively? Although there are undoubtedly many limitations in practice, this cannot be ignored when information is within grasp. As long as we choose to ponder and advance toward the source of the issue, we can solve it using all of our knowledge and skills as creatures created by God and endowed with reason.

CONCLUSION

Online lectures are a procedure with positive and negative aspects and strict form requirements for their implementation. The lecturer serves as the final spear in the implementation of the curriculum through lectures, which must be done to address this difficulty and continue to build on one's own competence. Forms, models, and methods for lectures that are engaging and capitalize on the circumstances and needs of students should be thoroughly explored in order to achieve objective lectures and enhance learning. although with restrictions, study students The lecturer must want to be innovative and creative in how they prepare, carry out, and evaluate learning, as well as in how they present time-constrained lectures online with rapidly advancing technology. In order to effect change under circumstances like these, the lecturer acting as the agent of change must be completely conscious of its purpose. The professor must still proceed, and the students must be able to achieve their goals and the projected period ahead.capacity For attending lectures online. The lecturer must be able to leave their comfort zone and contribute as much as possible to the planning of engaging, original, and unique courses. In order to ensure that students are engaged and motivated during online courses.

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