



Implementation of Online Learning System When Covid-19 in The Republic of Tatarstan, Russia

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Abstract

The problem in this research was that many students complained and did not understand the implementation of the online learning system during Covid-19 in the Republic of Tatarstan Russia. This study aims to describe the implementation of online learning during the Covid-19 outbreak in the Tatarsatan Republic and to find out how satisfied and motivated students learn with the application of the online learning system. The research method used in this research is descriptive method with a qualitative approach. Data collection was carried out through interviews, documentation, and observation with the data collection tools that had been prepared. The results showed that the implementation of the online learning system in the Republic of Tatarstan, especially at the Kazan Federal University, has not been fully effective. This is because there are still many student complaints about the use of online learning applications such as Microsoft Teams in learning activities.

Keywords: Online Learning System, Covid-19, Republic of Tatarstan

Abstrak

Permasalahan dalam penelitian ini adalah masih banyak siswa yang mengeluh dan belum paham dalam implementasi sistem pembelajaran online ketika Covid-19 di Republik Tatarstan Rusia. Penelitian ini bertujuan untuk mendeskripsikan mengenai implementasi pembelajaran online ketika wabah Covid-19 di Republik Tatarsatan dan untuk mengetahui bagaimana kepuasan dan motivasi belajar mahasiswa dengan diterapkannya sistem pembelajaran online tersebut. Metode penelitian yang digunakan dalam penelitian ini adalah metode Deskriptif dengan pendekatan kualitatif. Pengumpulan data dilakukan melalui wawancara, dokumentasi, dan observasi dengan alat pengumpulan data yang telah disiapkan. Hasil penelitian menunjukkan bahwa implementasi sistem pembelajaran online di Republik Tatarstan khususnya di Kazan Federal University belum sepenuhnya berjalan efektif. Hal tersebut dikarenakan masih banyaknya keluhan mahasiswa mengenai penggunaan aplikasi pembelajaran online seperti Microsoft teams didalam kegiatan belajar.

Kata Kunci: Online Learning System, Covid-19, Republic of Tatarstan

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Introduction

The COVID-19 virus pandemic occurred at the end of 2019 until 2020 and affected the education system throughout the world, leading to massive school and university closures. On March 20, 2020, governments in 135 countries announced or closed schools, including 124 countries that closed schools throughout the country and 11 countries only closed schools in several regions (Murphy, 2020). To prevent the spread of coronavirus infections in Russia, on March 14 2020, the Government of the Russian Federation through the Ministry of Higher Education of the Russian Federation issued orders to every university in the Russian Federation to strengthen measures and ensure safe learning conditions at universities (Minobrnauki, 2020). In this regard, since March 16 in 2020, Kazan Federal University as the oldest and best public university in the Republic of Tatarstan has held distance learning courses for students who use electronic education resources (Kazan Federal University, 2020). Communication with the lecturer is transferred to online mode and students are given the opportunity to independently master the material according to individual plans.

In implementing online learning in the Republic of Tatarstan especially at Kazan Federal University students are required to remain active in learning activities during the Covid-19 pandemic. Until now there are a total of 44.992 local and international students spread across various faculties actively participating in online learning activities (Kazan Federal University, 2020). Online learning is supported by the application of Microsoft teams and Moodle (Modular Object Oriented Dynamic Learning Environment) associated with student e-mail where the e-mail is obtained from the university and has a very good security system so it is not easy to hijack or take over by unscrupulous elements who are not authorized (Kazan Federal University, 2020). When we look at the Republic of Indonesia, most students and lecturers use the Zoom application as a medium for online learning and very often there are problems such as piracy by unauthorized persons (Setiawan, 2017). However, this does not apply in the State of the Russian Federation which prioritizes data security for users of online applications.

The Republic of Tatarstan is one of the Republics in the State of the Russian Federation with a capital city located in the City of Kazan, which is majority inhabited by native ethnic Tatars and is predominantly Muslim (Graney, 2015). Tatars are

known to be very friendly compared to other ethnic groups and are already open to the presence of foreign residents from other countries (Nizamova, 2016). Until now it is still noted that in Kazan City has the best and oldest university, Kazan Federal University, which has gained recognition as the best university that applies international standards of higher education. The number of students is increasing from year to year, both local and foreign students. In the 2020/2021 academic year the number of Indonesian students currently pursuing higher education in the Republic of Tatarstan continues to increase and there are 84 students spread from various universities in the Republic. There were 64 Indonesian students studying at Kazan Federal University, 5 students at Kazan State Medical University, 10 people at the Kazan Aviation Institute, 2 students at Kazan State Energy University, and 3 students at Innopolis University with each faculty different (Russian Center for Science and Culture, 2019).

Covid-19 pandemic has a very big impact on learning systems in various universities in the world (Agarwal & Kaushik, 2020). The Government of the Republic of Tatarstan has so far not stated that the online learning system is rated optimally so there is no clear decision regarding the continued use of this online learning system. In the State of the Russian Federation there are a number of universities that have submitted applications to the Ministry of Higher Education of the Russian Federation for the continuation of the online learning system during the Covid-19 pandemic. such as Lomonosov Moscow State University and HSE Moscow so that students who live in these dorms are required to return to their home countries or to their homes (HSE Moscow, 2020). In the Republic of Tatarstan especially at Kazan Federal University international students and local students are still allowed to stay in student dorms or what is called the Derevnya Universiade (DU) until entering the next academic year (Kazan Federal University, 2020). However, information about online learning in the academic year 2021/2022 has not been determined to be applied or not considering the effectiveness of the implementation of online learning that has not been optimal. There are still many students who complain about obstacles in online learning through the results of a survey conducted by the university to all students regarding student satisfaction in implementing online learning. Most of the

students said that the implementation of online learning was not optimal because there were often technical problems such as internet network disruption, lack of student understanding in capturing online learning materials, to the application of online examinations which were considered more difficult for students because of the automatic grading system of computer applications and online examinations give a very short amount of time. Students cannot answer the exam in a very short time, for example 25 exam questions are only recorded in 10 minutes and this is very difficult to do, considering that at Kazan Federal University there are many foreign students where they must use Russian in academic and learning activities.

In modern reality, for successful and effective educational and learning activities, lecturers are obliged to use all opportunities provided by information technology to their students (Setiawan, 2017). According to Dabbagh (Laurillard, 2002) online learning is an open and scattered learning system using application tools as a tool in education, which is made possible through the internet and network-based technology to facilitate the formation of learning processes and knowledge through meaningful action and interaction. Online learning media can be interpreted as a medium that is equipped with a controller that can be operated by the user, so that the user can control and access what the user needs (Farida & Setiawan, 2018). Ritland (Newton *et al.*, 2002) says there are three components to online learning, namely: (a) learning models, (b) instructional and learning strategies, (c) online learning media. These three components form an interactive linkage, in which there is a learning model that is structured as a social process that informs the design of an online learning environment, which leads to the specifications of instructional and learning strategies that specifically make it possible to facilitate learning through the use of learning technology.

The characteristics of online learning according to Allan J. Henderson (Ally, 2008) that allows students to learn without having to go to the classroom, and learning can be scheduled according to the agreement between the instructor and students, or students can determine their own desired learning time. Meanwhile, according to Ruth (Gulbahar, 2009) namely; First online based learning must have two important elements, namely information and teaching methods that make it easy for people to understand the content of the lesson. Second, online-based learning is

done through computers using text, sound, or images such as illustrations, photos, animations, and videos. Third Online-based learning is intended to help educators teach a learner objectively. There are three types of online-based learning system development models, namely web courses, web centric courses, and web enhanced courses (Shahmoradi *et al.*, 2018).

- a. Web course. The application of this model is that students and lecturers are completely separate and there is no need for face-to-face meetings. All teaching materials, discussions, consultations, assignments, exercises, exams, and other learning activities are fully delivered via the internet. In other words, this model uses a remote system.
- b. Web centric course. Its application combines distance learning and face-to-face (conventional). Some material is delivered via the internet, and some through face-to-face. Its functions are complementary. In this model the lecturer can give instructions to students to understand the lecture material through the web they have made. students are also given directions to look for other sources from relevant websites. In the face-to-face meeting, students and lecturers had more discussion about the findings of the material that had been studied via the internet.
- c. Web enhanced course. This model only utilizes the internet to support the improvement of the quality of learning done in class. The function of the internet is to provide enrichment and communication between students and lecturers, fellow students, group members, or students with other resource persons. Therefore the role of educators in this case is required to master the technique of finding information on the internet, guiding students to find and find sites that are relevant to lecture material, present material on the web that is of interest and interest, provide guidance and communication via the internet, and skills other needed.

According to Warschauer (2004) there are advantages of implementing online-based learning, namely:

- a. Can provide experience and knowledge to students in the use of technology;

- b. Can improve one's level of understanding and memory of the knowledge conveyed;
- c. Collaboration in online communities;
- d. Save or reduce education costs;
- e. Learning with internet support makes the center of attention in learning focused on students.

In addition, according to Steven (Allen *et al.*, 2020) there are deficiencies in the implementation of online-based learning, namely:

- a. Spend a lot of internet data;
- b. Learning material is difficult to obtain;
- c. Difficult discussion activities;
- d. The number of tasks given.

This study aims to describe the implementation of online-based learning systems when the Covid-19 outbreak in the Republic of Tatarstan especially at the University of Kazan Federal University. In addition, through this research, it will be known how the level of satisfaction and motivation of student learning in the implementation of online learning systems in the Republic of Tatarstan, Russia.

Research Method

This research uses descriptive research method with a qualitative approach. A qualitative approach will refer to the question of what, how, when, where and why something can happen (Berg & Lune, 2017). In addition, a qualitative approach interprets the meaning and atmosphere that accompanies it as a qualitative result (Creswell, 2014). The research subjects chosen in this study were Indonesian students beginning and ending semesters who were studying at Kazan Federal University, Russian students and several lecturers from various faculties at Kazan Federal University.

Data collection is done through interviews, documentation, and observations with data collection tools that have been prepared previously, including interview guidelines, documentation checklist sheets, and observation tool checklists. Interviews were conducted with Indonesian students, Russian students, and lecturers in various faculties at Kazan Federal University who were involved in online learning

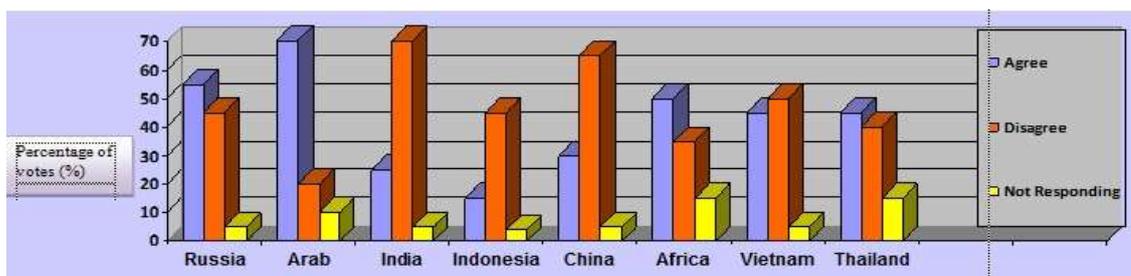
when the Covid-19 outbreak in the Republic of Tatarstan Russia. The data can then be collected, and analyzed with qualitative descriptive techniques, and triangulation to obtain accurate and accountable data by matching the data obtained through interviews, documentation, and observation. The location in this study is in the Republic of Tatarstan precisely at Kazan Federal University.

Result and Discussion

Result

Implementation in Online Learning Systems

In this study it was found that the implementation of an online learning system in the Republic of Tatarstan precisely at Kazan Federal University had an impact on student satisfaction and interest in learning at the university. Based on data obtained from the results of a survey conducted by the international office and the academic section at Kazan Federal University through the official website of the university to all students both local and international students can be explained based on the following diagram drawings:



Source: Kpfu.ru

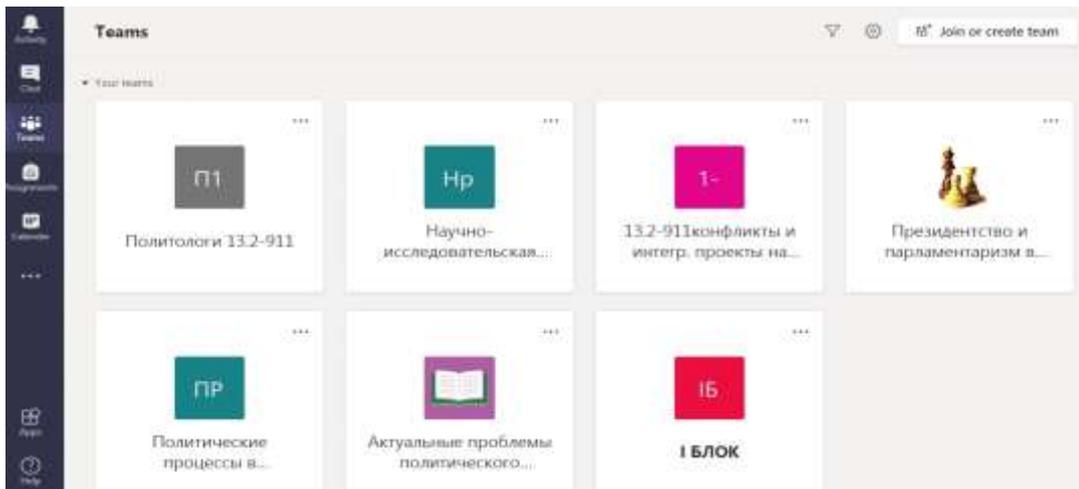
Figure 1.1 Diagram of the level of agreement and Learning Satisfaction of Kazan Federal University Students

Based on these data it can be seen that the majority of students who were studying at Kazan Federal University using the online learning system when the Covid-19 outbreak gave an assessment that most students were not satisfied and did not agree in implementing the online learning system. This can have an impact on student interest in learning and achievement to be gained. The assessment was obtained based on the results of a survey conducted through Google forms

conducted by the International office and the academic section of Kazan Federal University and showed that the online learning system needs to be reviewed for its effectiveness. Therefore, the Rector of Kazan Federal University has not yet made a decision regarding the sustainability of the online learning system at Kazan Federal University and the President of the Republic of Tatarstan has also not yet given any direction on the sustainability of the learning system.

The implementation of an online learning system is effective and efficient for many people, but for students at Kazan Federal University it is not yet fully effective because most students at Kazan Federal University are foreign students from various countries. For Russian students and students from the Soviet Union fraction this is considered good but for international students especially Asian countries such as India, Indonesia, China, Vietnam and Thailand this has not been fully effective because given the difficulty of learning materials obtained and student understanding that is still lacking mastered because of the use of the Russian language especially through online learning systems.

In addition, network constraints sometimes become obstacles in the implementation of online learning systems. Sometimes there are many students who complain about the internet network that is owned because most of the students live in a dormitory that has been provided by the university or commonly known as the Universe Derevnya (DU) and the location of the student dormitory is far from the city center so sometimes it often experiences internet network disturbances. Students also sometimes complain about assignments given by lecturers because assignments are in deadlines and the Moodle or Microsoft Teams system cannot accept assignments or test results if they have passed the allotted time. Most lecturers use Microsoft Teams to provide assignments and learning material. The following is a display of Microsoft Teams that is still used by all students at Kazan Federal University:



Source: Microsoft Teams / Kazan Federal University

Figure 1.2 Online Learning System through the Microsoft Teams application

In the Microsoft teams application there are various features offered from the Activity, Chat, Assignments, to Subjects provided by lecturers who have registered in the Microsoft teams application. By clicking on the subjects offered, students can interact directly with the lecturer who provides the material if the lecturer is online and opens the application. However, there are still many lecturers who have not been able to use this application optimally so that many students sometimes still do not understand the material presented by the lecturer. In addition to the semester exam system is also implemented through this application and will be connected with Moodle and student accounts on the official website of Kazan Federal University. The test results will automatically be recorded and become an indicator of student graduation in a subject.

Many students are only active in using the Microsoft team application but are not active when learning takes place. This is because students who tend to get bored when listening to lecturers explain the material and without seeing other students. When lessons take place students close the camera and only listen so that most students are not satisfied with the use of this application. International students also did not have the opportunity to express their opinions in discussion forums because of the limited time given and the majority had been taken over by their friends who were local students. In addition, most students also complained about internet quota

used in the online learning system, moreover students did not receive subsidies for internet quota and had to buy it during learning activities using online learning applications.

The implementation of the online learning system used at universities in the Republic of Tatarstan refers to the Microsoft Teams application. Not only at Kazan Federal University but also at other universities that have applied it in the past. Although there are applications such as Moodle, Zoom Meeting or Skype, in the Republic of Tatarstan almost all universities use Microsoft Teams as an online learning system application during the Covid-19 outbreak. This is because the Microsoft Teams application is more secure and difficult for hackers to crack and connect with student data at the University. Students who are outside Russia or in their home country can take distance lectures through this application, but until now there has been no decision regarding the continuous use of online learning media, especially the many complaints filed by students regarding the application of online learning media. learning system in the Republic of Tatarstan especially at the Federal University of Kazan. This can also cause problems for international students who are still in their home country because until now the Russian government has not allowed international students outside Russia to enter Russian territory considering that the Corona Virus still exists even with the number of patients who have the Corona virus. Covid-19 in Russia is indeed on the decline and the pace of recovery, but the government remains cautious and continues to instruct all people to wear masks and gloves when in public places or crowds.

Discussion

The implementation of the online learning system is one of the breakthroughs used by the government of the Republic of Tatarstan in preventing the spread of Covid-19 in Russia. The Government of the Russian Federation continues to appeal to the public to be careful when in public places and still maintain cleanliness. According to Fazulov Azat Revgatovic as a lecturer at the Faculty of Political Science at Kazan Federal University said that this online learning system makes it easy for students to continue to get lecture material amid the Covid-19 outbreak. The application used is a Microsoft teams application that is easily accessed by students

and lecturers anywhere and anytime so students can continue learning without having to know the time because the lecturer can provide learning materials based on a predetermined schedule. In addition, both lecturers and students can develop their knowledge about the use of technology and can add insight into thinking for students.

Meanwhile, according to Larisa Barsova as a lecturer at the Faculty of Medicine, said that the online learning system was considered ineffective because medical faculties need a lot of real practice and must be explained directly not through online so it is very difficult for lecturers and students in learning activities. Students become ignorant of what the lecturer says because they do not see it directly or practice it. Many students complained that their exam scores were poor and did not even pass the exam. Moreover, medical students are scholarship recipients and this will endanger them if they do not pass the exam. It would be very unfortunate if many scholarship students had to drop out because they did not pass the exam especially the current situation was Covid-19 and lecturers could not help because the system was used online and recorded directly on the official website of the University.

According to Novin as a student at the Faculty of Medical Sciences, it is stated that this online learning system makes it easy for students to continue learning, but they themselves still do not fully understand if the lecturer gives the material, especially if the material is in a course that should not be used as theory. Because the courses that are supposed to practice must be done directly and it is very difficult for medical students if the lessons are only limited to theory. Scholarship students are also demanded for very good grades, if the grades are not good then the scholarship will be problematic and can even make students lose their scholarship rights.

Simmons (Munkhtsetseg & Uyanga, 2013) stated that gradually, many organizations adopted Online Learning as the main method of delivering subject matter. Although the use of online learning systems is relatively expensive, a huge benefit can be drawn from these strategies for both students and educators. As revealed by Fikri as a student of the faculty of international relations at Kazan Federal University said that this online learning system is very expensive, especially the

purchase of quotas in Russia which is quite expensive. Usually each month only pays around 550 rubles or equivalent to Rp.125.000 but currently has to double the internet quota payment and for these students it is quite burdensome.

According to Gulbahar (2009) in online learning where students and educators are separate, educators must know the principles of learning and how learners learn. Keith (Newton *et al.*, 2002) states that delivery tools are not determinants of the quality of learning, but rather the design of subjects determines the effectiveness of learning. In designing an online learning material, there is not only one theory that must be followed but must use a combination of theories. Learning approaches must be known by the material developer in order to choose the right learning strategy. Learning strategies must be chosen to motivate students, facilitate learning, shape whole humans, serve individual differences, promote meaningful learning, encourage interaction, provide feedback, facilitate contextual learning, and encourage during the learning process. This is revealed by Olesia Vivtorovna as a Lecturer in the Faculty of Linguistics said that in online learning what should be reviewed is its effectiveness and should be able to increase student motivation so that there is good interaction between lecturers and students. If there is no good interaction, the material presented cannot be accepted by students and can be a problem for lecturers and students in learning activities.

According to William (Allen *et al.*, 2020) based on a behavioristic approach, which states that the behavior that can be seen shows whether students have learned something or not, and not what happens to students' minds. Responding to this, some educators stated that not all learning can be seen and there are things that are more than just a change in behavior. Then came the theory of cognitive learning. Cognitive psychology states that learning includes the use of memory, motivation and thought, and reflection is important in learning. Cognitive psychology views learning as an internal process and the amount learned depends on the capacity of the learning process, the effort made during the learning process, the depth of the process and the structure of knowledge possessed by students. As development comes the constructivist movement. Constructivist theory states that students interpret information and the world in accordance with their personal reality, and they learn through observation, process, and interpretation and form that

information into their personal knowledge. In a constructivist view, students will learn well if they can bring learning into the context of what they are learning into the application of real, everyday life and benefit themselves. However, all three learning theories have contributed or are used in designing online learning material. All three learning theories can be used as taxonomies for learning. Behaviorist strategies can be used to teach "what" (facts), cognitive strategies can be used to teach "how" (processes and principles). And constructivist strategies can be used to teach "why" (higher levels of thinking that can elevate personal meaning and circumstances and contextual learning).

According to Olga Nikolaevna as a lecturer in the Faculty of Physics and Chemistry stated that many students have difficulty capturing the material when the online learning system is applied. Many student performance has decreased based on the results of online tests given to students. When learning offline many students understand and understand the material presented and they can provide examples through material that uses practice directly. Student interest in learning has also not increased and tends to complain when given assignments through online applications. Many students want to use the offline learning system because they are bored at home and want to interact directly. However, the current conditions are not yet possible, especially with the existence of Covid-19 in the Republic of Tatarstan.

According to Ekaterina as a student of the Faculty of Physics and Chemistry stating that she was also still sometimes confused about the learning material provided even though she was Russian but still the material was very difficult. It is inconceivable how foreigners or international students receive Physics or chemistry materials only online, it would be very difficult especially the language used to convey material using Russian. We Russians sometimes don't understand, especially foreign or international students.

According to Stanlis (Laurillard, 2002) regarding the theory of learning raises implications for the implementation of learning and design of online learning subject matter. Different views bring different implications. According to Warschauer (2004) Behavioristic who views the mind as a "black box" completely ignores the thought processes that occur in the brain and only views behavioral changes that can be

observed and measured as indicators that learning processes have occurred in students. This has implications for online learning in the form of: (1) students need to know the learning outcomes; (2) the test is carried out to determine the learning outcomes; (3) proper sequence of learning materials to enhance learning; (4) feedback for corrective actions for students.

According to Andrew (Collis & Moonen, 2001) Interaction is very important in online learning. In online learning the interaction between interfaces is with computers to access the contents of the subject matter and to interact with others. As students in online learning interact with content, they must be encouraged to apply, assess, analyze, synthesize, evaluate and reflect on what they learn. The same thing was expressed by Alexander Perevochikov as a student of the Conflict Science Faculty who stated that there was a need for direct interaction and face-to-face learning activities. If you only use applications like Microsoft Teams or Moodle, this won't work. Many students do not understand about the learning material even though there are some students who understand but do not fully understand.

Implementation of an online learning system can be considered effective if all students and lecturers can feel satisfied with the use of the established online application media (Shahmoradi *et al.*, 2018). According to Robi as a student of the Faculty of Geology and Petroleum stating that the online learning system currently applied by Kazan Federal University can be considered good because given the current conditions there is Covid-19 and we are obliged to comply with regulations set by the government and the university even though there are also the disadvantages. Many students also feel disadvantaged by the implementation of online learning systems, especially internet quota losses and exam results when online tests are not satisfactory. This is different when studying offline where the examination system is carried out directly and face-to-face with the lecturer so that we can convey all the material that we have and we can explain it in front of the lecturer. Online learning when Covid-19 is one alternative that can be taken so that it can cut off the spread of the Covid-19 Virus and prevent students from contracting Covid-19 disease with one another.

According to Igonin Denis Ivanovic as a Lecturer in the Faculty of Political Science stated that Covid-19 is very dangerous so that currently it is necessary to

apply an online learning system to facilitate lecturers and students in learning activities and the sustainability of learning. We do not know in the future, whether we are still using the online learning system or will return to the offline learning system considering that until now the government of the Republic of Tatarstan has not yet issued a decision regarding the learning system for the next semester so that we continue to refer to the online learning system and remain vigilant with the spread of Covid -19.

Conclusion

Based on the results of the study it can be concluded that the implementation of online learning systems in the Republic of Tatarstan especially at Kazan Federal University has not been fully effective. This is because there are still many complaints from students regarding the use of online learning applications such as Microsoft teams in learning activities at Kazan Federal University. Based on the results of the survey to students, it shows that the level of student satisfaction and student interest in learning has not increased and many students do not agree with the application of the online learning system. As many as 55% of students from Russia, 70% students from Arabic, 50% students from Africa, and 45% students from Thailand feel they agree with the online learning system but 75% students from India, 45% students from Indonesia, 65% students from China, and 50% of their students from Vietnam do not agree with the implementation of the online learning system because it is very difficult for them, especially the Russian language factor and learning materials that are difficult to understand. However, at this time the conditions are not possible because of Covid-19, so that an online learning system is needed. In the future, this system will not run effectively if it is not equipped with face to face, especially there are several courses that use practice directly so that intensive interaction between lecturers and students is needed.

In addition, an online learning system using Microsoft Teams and linking to university and Moodle sites is considered harmful to students when taking semester exams. This is because the test scores are directly recorded and cannot be changed again by the lecturer so that if students do not graduate it is very detrimental to

students especially since many international students receive scholarships at Kazan federal University and must maintain their grades. The examination system is given by answering the test questions that are given and the processing time of questions is very short so that it is considered very difficult for foreign or international students and there are also tasks that are given too much by the lecturer. Students will feel bored and burdened with too many assignments and deadlines according to the set time.

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