

## Utilization of Online Media During Work From Home in Learning at STAHN Mpu Kuturan Singaraja

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### Abstract

This study aimed to analyze the utilization of online media during work from home in learning at STAHN MPU Kuturan Singaraja. The emergence phenomenon of online media, such as Zoom, is used as a learning medium nowadays and considered an easy-to-use learning resource. The research type was qualitative research with quantitative data support. The instruments used in this study were various data collection tools, such as interview guides, recording devices, and field notes. Data collection techniques used include; (a) participatory observation, (b) interviews, (c) documentation studies, (d) literature. The data analysis technique used in this research was the qualitative data analysis technique. The results showed that lecturers used online media, such as Zoom Cloud Meeting, Google Meet, Google Classroom, Telegram, and WhatsApp. The use of online media in online learning does not necessarily run smoothly. There are constraints faced by both lecturers and students, such as unstable internet signals and providers in each region, data package costs, delivery of teaching materials, and human resources (HR) who are not yet technologically literate. There is a good impact in the use of e-learning media during the work from home period that students and lecturers feel under conditions and pressures to evolve in the advancement of the use of technology and communication. The bad impact is boredom among new students because they cannot feel the college atmosphere by meeting other students face to face.

Keywords: Online Media; Work From Home; Learning

### Abstrak

*Penelitian ini bertujuan untuk menganalisis pemanfaatan media online pada masa work from home dalam pembelajaran di STAHN Mpu Kuturan Singaraja. Fenomena munculnya media online seperti zoom dijadikan sebagai media pembelajaran karena dewasa ini dianggap salah satu sumber pembelajaran yang mudah dipergunakan. Jenis penelitian ini adalah penelitian kualitatif dengan dukungan data kuantitatif. Dalam penelitian ini instrument yang digunakan adalah berbagai alat bantu pengumpul data seperti pedoman wawancara, alat perekam dan catatan lapangan. teknik pengumpulan data yang digunakan meliputi; (a) Observasi partisipasi, (b) wawancara, (c) studi dokumentasi, (d) kepustakaan. Teknik analisis data yang dipergunakan dalam penelitian ini adalah teknik analisis data kualitatif. Hasil penelitian menunjukkan dosen memanfaatkan media online seperti zoom cloud meeting, google meet, google classroom, telegram dan whatsapp. Penggunaan media online dalam pembelajaran daring tidak serta merta berjalan dengan lancar, muncul kendala yang dihadapi baik oleh dosen maupun mahasiswa, diantaranya, signal internet dan provider yang kurang stabil di masing-masing wilayah, biaya paket data, penyampaian materi ajar dan sumber daya manusia (SDM) yang masih belum melek teknologi. Terdapat dampak yang baik dalam penggunaan media e-learning dalam masa work form home yang dirasakan mahasiswa dan dosen, dalam kondisi dan tekanan mampu berevolusi pada kemajuan penggunaan teknologi dan*

*komonikasi. Dampak buruknya terdapat kejenuhan diantara mahasiswa baru karena belum bisa merasakan atmosfer perguruan tinggi dengan bertemu mahasiswa lain secara tatap muka.*

*Kata Kunci : Media Online; Work From Home; Pembelajaran*

## **Introduction**

The SARS-CoV-2 virus outbreak impacted world developments, especially the education pattern in Indonesia. It is undeniable that all patterns of human interaction must be locked and stopped instantly, including the face-to-face learning system in various schools. Online media is one way to keep everything running even though it seems less effective because the lecturers and students are not ready for the online learning system.

Implementing the physical distancing policy later became the basis for learning from home by using online media that suddenly took effect. It often makes educators and students surprised, including parents and everyone in the house. Indeed, information technology learning has been implemented in the last few years in the education system in Indonesia. However, as a surprise by the COVID-19 pandemic, online media learning shocked almost all lines from districts/cities, provinces, centers, and even the international world (Suharwoto, 2020).

The emergence phenomenon of online media, such as Zoom, is used as a learning medium nowadays and considered an easy-to-use learning resource. Online media offers a variety of applications that can be used for learning between students and teachers simultaneously but in different places. Before the SARS-CoV-2 pandemic, studying using online media was still rare. However, it has been carried out simultaneously from elementary school to college level for almost two weeks. No wonder there is a kind of shock habit in the education world in Indonesia. It includes massive misunderstandings regarding how to carry out online media learning. As a result, various complaints emerged. Complaints did not only come from educators but also students and their parents. However, most educators still understand that online media learning is limited to giving assignments via the internet only. Only online (Priatmoko, 2020).

The success or failure of the act of learning depends on various factors. Purwanto (2004:102) distinguishes the factors that influence learning into two groups; “individual and social factors. Individual factors exist within the organism, such as maturity, intelligence, motivational training, and personal factors. In contrast, social factors exist outside the organism, such as family or household conditions, lecturers and their teaching methods, the environment and available opportunities, and social motivation.”

Meanwhile, according to Mulyasa (Kunandar 2007: 40), there are seven mistakes that lecturers often make in learning. There are “(1) taking shortcuts in learning, (2) waiting for students to behave negatively, (3) not using technology facilities as learning media, (4) ignoring varied learning media, (5) feeling the most intelligent and knowledgeable, (6 ) unfair, and (7) enforces the rights of students.”

An informatics center study entitled “Improving the Educational Quality of Primary Education” (Ace Suryadi, 1992: 48) shows that qualified lecturers had the most significant influence on the quality of education. In that study, quality lecturers are measured by four main factors. These are professional ability, professional effort, appropriateness of time devoted to professional activities, and suitability between expertise and work. Furthermore, as A. Kosasih Djahiri (1986: 55) stated, experienced lecturers’ attributes have stable and high occupational/functional skills in their exemplary level and a responsible appearance that focuses on role task orientation patterns. Thus, it is clear that besides having broad knowledge, innovation, and high creativity in learning,

a lecturer must also have competencies, namely pedagogic, personality, social, and professional competence obtained through professional education (Article 10 of Law No. 14 2005).

Lecturers in the field see students as human beings who must be treated humanely. Therefore, lecturers must provide good moral examples to their students. In other words, lecturers must use technology as a learning medium, not only as a means of entertainment without positive results. However, according to pre-research previously, it turns out that lecturers found several constraints in realizing information technology. These constraints include limited facilities and infrastructure. Online media learning will be effective if supported by a robust internet network and adequate devices.

## **Method**

The location chosen in this study was STAHN Mpu Kuturan Singaraja. The type of data used in this study was qualitative data, where the data source came from primary and secondary data. The primary data in this study was obtained from research subjects in the research area by conducting interviews (interviews) and direct observations (observations). In contrast, secondary data is data obtained or collected by people researching existing sources, obtained from libraries or previous research reports. The instruments used in this study were various data collection tools, such as interview guides, recording devices, and field notes. Data collection techniques used include (a) participation observations, (b) interviews, (c) documentation studies, (d) literature, and (e) questionnaires as supporting data. The data analysis technique used was the qualitative data analysis technique.

## **Results and Discussions**

### **1. Overview of Research Sites**

STAHN MPU Kuturan Singaraja is the only Hindu state university in northern Bali. In its establishment history, STAHN Mpu Kuturan Singaraja resulted from separation from IHDN Denpasar, which now has increased its status to UHN I Gusti Bagus Sugriwa. The initial determination of STAHN Mpu Kuturan Singaraja through the Decree of the Chancellor of Denpasar State Hindu Dharma Institute (IHDN), Number: Ihn/025/Kep/2015, January 2, 2015, concerning the Determination of the Organizing Committee for Separation of Campus II IHDN Denpasar in Singaraja from the Main Campus (IHDN) Denpasar became STAHN MPU Kuturan Singaraja.

The State Hindu Religious College in Singaraja currently originated from the idea of the Director-General of Hindu Community Guidance, namely Prof. Drs. I Ketut Widnya M. Phil. D. Phil. and the lecturers' struggle who live permanently in Singaraja city and its surroundings. Furthermore, the Chancellor of IHDN Denpasar, Prof. Dr. Drs. Nengah Duija, M.Si appointed Mr. Dr. Drs. I Wayan Suarjaya, M.Sc. as chairman of the committee for the separation of STAHN Mpu Kuturan Singaraja to be proposed to separate from IHDN Denpasar. As the lecturers' struggle in Singaraja, and the instructions from the Director-General of Hindu Community Guidance for naming STAHN Mpu Kuturan in the proposed separation, which was originally proposed by the name STAH Negeri Singaraja. In the end, it agreed on the name STAHN Mpu Kuturan Singaraja. With *Asungwaranugraha Ida Mpu Kuturan*, the proposed finally received approval from the Minister of State for Administrative Reform and Bureaucratic Reform Number: B/503/M.PAN-RB/01/2016, January 27, 2016, Subject: Establishment of the State Hindu Religious College (STAHN) Mpu Kuturan Singaraja. On March 22, 2016, the State Hindu Religious College (STAHN) was inaugurated by the Ministers of Religious Affairs Republic of Indonesia by issuing the Organization and Work Procedure of State Hindu

Religious College (STAHN) Mpu Kuturan Singaraja. It is regulated in the Ministers of Religious Affairs Republic of Indonesia Regulation Number 15 the Year 2016, March 17, 2016.

The first chairman appointed by the Minister of Religion Lukman Hakim Saifuddin was Prof. Dr. I Made Suweta, M.Si, for the 2016-2020 period. Furthermore, it was followed by Dr. I Gede Suwindia., M.A. for the 2020-2024 period according to the Decree of the Ministers of Religious Affairs Number 019010/B.II/3/2020 dated July 20, 2020, and was inaugurated directly by the Ministers of Religious Affairs Republic of Indonesia Fachrul Razi in the H. Rasyidi auditorium at the Building of the Ministry of Religious Affairs the Republic of Indonesia, Jakarta on Thursday, July 23, 2020.

## **2. Online Media Used by Lecturers during the Work From Home Period in Learning at STAHN Mpu Kuturan Singaraja.**

Hindu Religious Colleges, especially STAHN MPU Kuturan Singaraja, is ready to compete in the world of work and produce quality graduates. In other words, education must produce quality graduates with noble character. Education and teaching must prepare creative, innovative, adaptable, trained (easy to train) people who practice Hindu moral values. Thus, education and its educational model must integrate intellectual development, spiritual intelligence, and social intelligence. In this context, character education programs that prioritize digital learning media play a central role in developing moral and cultural education in the campus environment.

According to Gerlach and Ely, media comes from the Latin absorption word “medius” which means middle, intermediary, or introduction. Learning media is a message from the sender to the message’s recipient. In a broad sense, media are humans, materials, or events that create conditions and allow students to acquire knowledge, skills, or attitudes (Arsyad, 2011). If the media is a source of learning, then broadly, the media can be interpreted as humans, objects, or events that allow students to acquire knowledge and skills. According to Oemar Hamalik, books, teachers, and electronic devices can be said as media in the learning context. Learning media are tools, methods, and interactions between educators and students in the learning process at school (Arsyad, 2011).

Suyono (2011) says that learning is an activity that is always carried out and experienced by humans since humans are in the womb, cradle, grows and develops from children, adolescents to become adults, to the grave, under lifelong learning. Basri (2013: 201) says that learning is a change in behavior or appearance with various activities. Based on these opinions, learning can interpret as a long process experienced by humans since humans exist until they die. This learning concept is commonly known as lifelong learning. Learning does not recognize the time, whenever, and wherever humans can do learning. The concept of lifelong learning makes a person not discouraged from learning even though there are constraints in various forms. For example, the government established social distancing when a pandemic occurred, which should not be a barrier to learning.

According to Syarifudin (2020), several educators have implemented online learning in Indonesia before implementing social distancing by the government. However, the term online learning has become increasingly popular after social distancing. Online learning applied is more likely to be in the form of assignments via applications. Students are given tasks to complete and corrected by the teacher as a form of assessment and given comments as a form of evaluation.

Electronic media is one of the means used to access information technology. One of the most frequently used electronic media is cellphones and laptops. The software contained in cellphones, PCs (personal computers), or laptops has several applications that support the learning process. In general, the application is a tool explicitly used based on

the capabilities possessed by the application. Some of the online media lecturers use to teach are *Zoom Cloud Meeting*, *Google Meet*, *Google Classroom*, *Telegram* and *WhatsApp*.

Learning at STAHN MPU Kuturan Singaraja is carried out directly in the classroom. However, during the current COVID 19 pandemic, which adjusts government instructions to comply with health protocols, work from home (WFH) is a solution to continue implementing health protocols while carrying out the teaching and learning process. The WFH learning process will run effectively and efficiently if there is support from the media. However, not all media can provide efficiency during the learning process. Therefore, it is necessary to choose electronic or digital media used when carrying out learning, whether the implementation is online (remotely) or online (in a network).

Online learning is distance learning that can carry out anywhere with the help of electronic media. In this case, the role of an educator is only as an intermediary and no longer as the primary source of learning. Students can learn anywhere and anytime through online learning or in a network. The materials can also be viewed repeatedly (recording material), and media is an essential tool in supporting success in learning. It is in line with Syarifudin (2020), which states that online learning is a form of learning that makes students independent and not dependent on others. Students will focus on the device screen to complete assignments or follow ongoing discussions through online learning. There will be no unnecessary or unimportant interactions or conversations. Everything discussed is essential to meet the competencies to be achieved. Therefore, online learning is expected to make students independent in acquiring knowledge.

### **3. Constraints of Utilizing Online Media during Work From Home in Learning at STAHN MPU Kuturan Singaraja**

Online learning (in the network) is one solution for the continuity of the learning process during the COVID-19 pandemic. However, technology-based learning is considered the most effective because there is a process of delivering knowledge or material in the learning process. In addition, there is an interaction between lecturers and students by not requiring direct attendance, which could become a cluster for the spread of COVID-19. The learning process delivers teaching materials and the overall educational process, which includes students' character education based on existing values and norms. In the current COVID-19 pandemic, the education world faces various challenges, mainly formal education, to form character education in the implementation of online learning. Because each student is in a different area, geographical location and the social environment influence students in the educational process; online lectures are being conducted.

Constraints in online learning significantly impact students' material input and output expected by educators. The obstacles faced when using online media in online learning include internet networks and providers, costs, geographical conditions, learning facilities, delivery of teaching materials, and human resources (HR). However, constraints to using online media in online learning at STAHN Mpu Kuturan Singaraja are still reasonably fundamental. Because of this, both lecturers and students at STAHN MPU Kuturan Singaraja still need to adapt to the process of implementing online learning using online media, and these constraints need to be considered in carrying out online learning.

Complementing the qualitative data above, data on the constraints students face at STAHN MPU Kuturan Singaraja when using online media in online learning can be seen as follows.

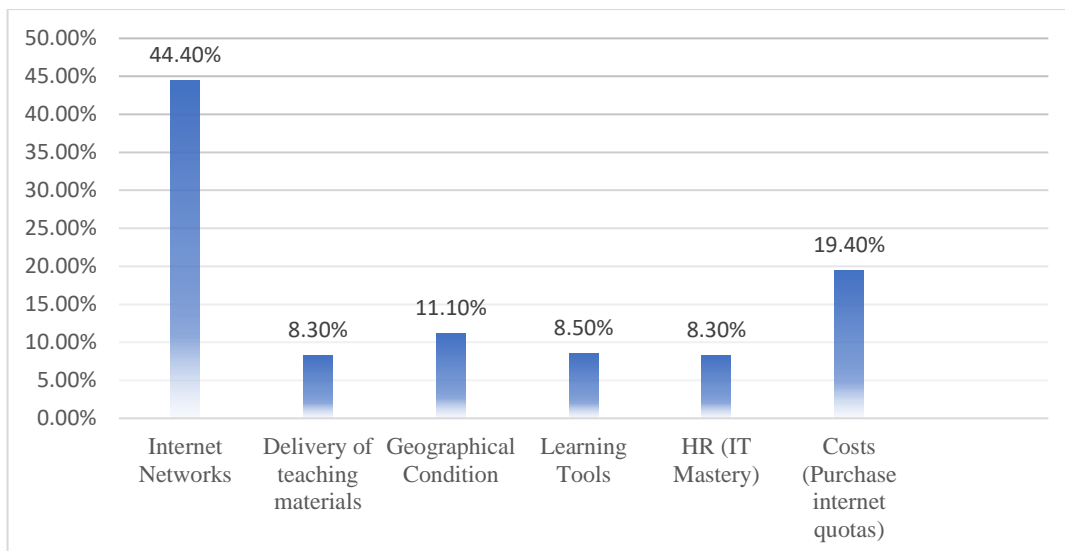


Diagram 1. Types of Online Learning Constraints

The data above further strengthens the constraints experienced by students in utilizing online media in online learning. Based on the diagram above, one of the most common constraints experienced by respondents is the internet network problem, which is 44.4%. Cost is also one of the obstacles during WFH period. Some students experience constraints with this problem, which is 19.4%. Students at STAHN Mpu Kuturan Singaraja complain about the additional internet package fees issued every month. While on the other hand, each family's economic situation or work income tends to fall during the pandemic.

The main requirement for implementing this WFH policy is internet accessibility. This situation is very influential on the geographical situation. From the data obtained, 11.1% of respondents experience the constraints of geographical conditions. The limitations of learning facilities are also one of the constraints in using online media. 8.5% of respondents have problems providing online learning facilities, such as the limited ownership of electronic devices in the form of laptops, computers, and smartphones.

As many as 8.3% of respondents find it challenging to understand teaching materials during online learning than face-to-face learning. Therefore, it must consider the readiness of HR in the use of online media during the work-from-home period. It is undoubtedly a constraint because many things must prepare during the work from home period, such as the system to be used, designing the platform and materials to be used in online learning, and other needs. In addition, 8.3% of respondents have problems mastering IT.

Based on the various constraints experienced, there is an evaluation of using online media in online learning and general solutions that can be done. However, like when the online learning process is happening today, regardless of the learning media used, the main that must consider is the enthusiasm for learning. This current condition requires a way to raise students' spirit. Students do not meet face-to-face with lecturers and other student friends during the online learning process, but they only communicate through online media. It is undeniable that this certainly causes poor interaction between lecturers and students and between students.

The research results are in line with Widodo & Nursaptini (2020) that the problems faced by students in online learning include internet connection, limited internet quota, lack of focus, use of online media by lecturers, piles of lecture assignments, and irregular class schedules. In addition, most of the students cannot follow the online media applied by the lecturers. The online media that students want is media that saves internet quota,

does not require a strong internet connection, and is easy to use. Problems that need to be evaluated against current learning are the use of online media and online teaching methods. In addition, some students want online learning to be stopped and return to face-to-face, providing internet connections and proper schedule setting.

The same thing conveys by Fikri et al. (2021) that the constraints faced by students and teachers were usually primary, including internet and teacher constraints in providing services to students. The primary obstacles for students are the internet network problem. There are many internet service providers in urban areas, and they have good internet network functions to support the online learning process. However, internet service providers have little choice for rural areas. It turns out that among the existing networks, the inadequate internet quality causes online learning to be unsupported. Based on the constraints above, an online survey has been conducted regarding the most effective online media used in online learning with the following diagram.

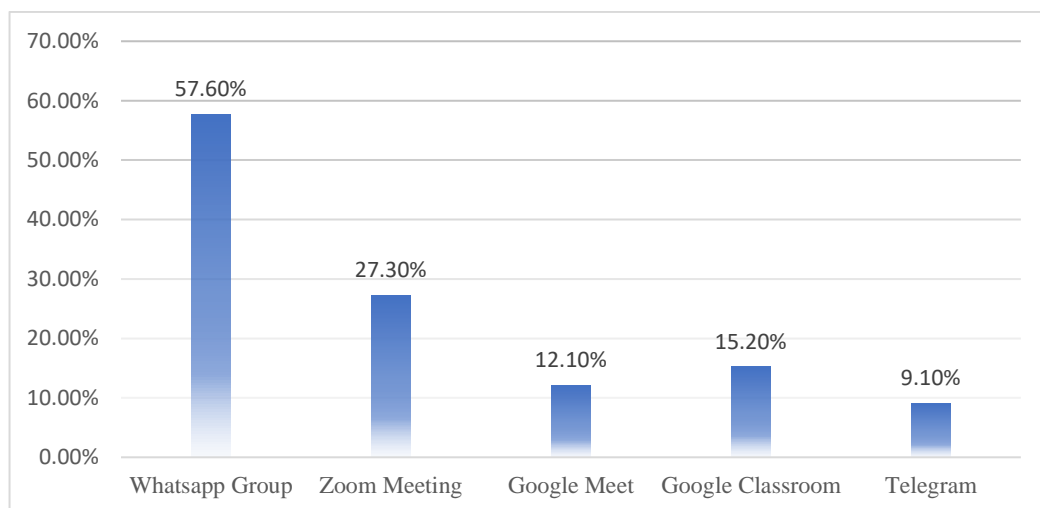


Diagram 2. Effective Online Media in Online Learning

According to respondents, diagram 2 shows that the most effective online media in online learning is WhatsApp Group. The number of respondents who choose WhatsApp Group as the most effective online media in online learning is 57.6%. According to respondents, the second most effective online media in online learning is zoom meeting, which is 27.3%. Furthermore, 15.2% of respondents choose Google Classroom as the most effective online media in online learning. In addition, 12.1% of respondents choose Google Meet. Meanwhile, 9.1% of respondents choose Telegram as the most effective online media in online learning. Based on these data, WhatsApp Group is the most effective online media in online learning.

Based on these results, when viewed from the theory of behaviorism, learning emphasizes changes in behavior and the interaction between stimulus and response. Based on the idea that if humans are born with some emotional reflexes and reactions, love and anger, all behaviors are formed through stimulus-response associations. It shows that conditioning greatly affects a person's behavior. Therefore, independent learning efforts can overcome all online learning constraints experienced by students.

#### 4. The Impact of Utilizing Online Media during Work From Home Period in Learning at STAHN Mpu Kuturan Singaraja

The positive impact felt by students and lecturers on the online learning system, which has been running for approximately one year and three months, is that learning makes all students and lecturers evolve to advances in using technology and

communication. However, in its implementation, like it or not and ready or not, the education system must be in harmony and balance with technological developments that are currently developing and will continue to develop along with the times. Moreover, humans are being prepared for the 5.0 industrial revolution. Therefore, the education sector, such as schools and universities, will no longer implement direct learning, but all systems are carried out through the network.

Hartanto (2016) states that cheap and accessible information and telecommunications technology will eliminate the space and time constraints that have limited the world of education. Some of the logical consequences that occur in the use of e-learning. These are (1) students can easily access learning materials anywhere without being limited to space and time constraints; (2) students can easily learn and discuss with experts in the field of interest; (3) students can easily get the learning materials in various parts of the world without depending on where students study. These various opportunities still face challenges in terms of costs, the readiness of information technology infrastructure, society, and regulations that support the continuity of e-learning.

Amid a pandemic these days, which has even progressed for almost two years globally, education must certainly receive attention from all circles. Either the government or the community will not cause a worse impact than now. Discussing the world of education indeed mentions the future of a nation and state because the young generation is the one who is the spearhead and realizes the ideals of a nation. If viewed based on a general perspective, the COVID-19 pandemic poses many threats to various sectors, such as the economic, health, and education sectors. However, if viewed from a different perspective, the threat of this pandemic can also evolve into an opportunity to advance current developments to the younger generation and society. However, of course, the current pandemic has a lot of positive and negative impacts. The positive impact is that it can motivate students and lecturers to think many times more advanced than the previous period because of different times, different ways of handling it in learning. During this current situation, all of us are continuing to achieve the goal of a better and more advanced Indonesia.

Kuntarto's research results (2017) show that the online learning model has provided a new and more challenging experience than the conventional (face-to-face) learning model. Unlimited time and place of learning can give students the freedom to choose the right time in learning based on their interests. Thereby, the ability to absorb learning materials is higher than learning in the classroom. While the results of Wardani, Toenlioe & Wedi's research (2018) state that blended learning can make students more active in the learning process in class and online and can make the learning process more enjoyable. If the lecturer can make the learning process fun, students will be interested in participating in the learning process.

Waryanto (2006) states that the advantages of the online learning model are that it can convey learning without being limited by space and time, can use various sources already available on the internet, and teaching materials are relatively easy to update. In addition, it can increase students' independence in the learning process. Chandrawati (2010) states that teachers are expected can present interesting material through the web, provide guidance and communication via the internet, and other necessary skills. The results of Hikmatiar, Sulisworo & Wahyuni's research (2020) show that using Google Classroom as a learning medium positively impacts increasing students' learning outcomes, interest, and motivation in learning, fostering creative attitudes in students. In addition, Maharani & Kartini (2019) state that Google Classroom can increase interest and motivation because complete teaching materials are available in Google Classroom with its features.



Online learning can be carried out at home by utilizing various applications provided to assist online learning, such as Zoom Cloud Meeting, Google Meet, Google Class Room, Telegram, and WhatsApp Groups. Furthermore, online learning is carried out as effectively as possible to create comfort for the giver and recipient of the material. Whatever efforts have been made but still cause obstacles or negative impacts in learning methods that use media assistance because it cannot deny that some students are not in a strategic place to get an internet network.

Sari (2015) states that the use of e-learning in the learning process must pay attention to the principles of use and the advantages and disadvantages of e-learning to motivate students both intrinsically and extrinsically. The learning process using e-learning should not place students only as “listeners” or “viewers” but also encourage active participation of students to interact, dialogue, work together, share, and build knowledge together. In addition, lecturers must be creative and innovative and have a critical attitude in choosing learning materials, have good ethics in using these materials during using e-learning. Besides, lecturers must avoid using less relevant pictures or audio to the learning material, encourage active participation of students, pay attention and provide more time for students not limited to face-to-face in class. Last, lecturers must patiently guide students who have difficulty learning, using e-learning, professional, and motivated to continue learning and improving knowledge and skills.

The use of online media in online learning allows students to have a high enthusiasm for learning and doing assignments. The results of Sianturi’s research (2018) show that internet use by students can significantly affect student motivation in using e-learning. In addition, Puspitasari, Sari, Putri & Wuryani (2018) state that there is a significant influence on the use of learning media on student motivation. The results of Nadziroh’s research (2017) show that e-learning effectively improves the quality of learning because the learning process is not only fixed at one time and in the room.

Furthermore, this is very stressful for students because they are used to face-to-face learning, but now they have to adapt to this learning model. According to the science experience, it is difficult to understand while delivering face-to-face directly. Moreover, online learning only can be seen through a cellphone or laptop screen. These conditions make it very stressful to follow the learning, impacting psychology. However, there is a belief that things will return to typical one day and no longer be trapped by the pandemic.

It is not only external impacts but also internal impacts. For example, most students who have just entered in 2020 and 2021 are disappointed with the current conditions because they cannot meet face-to-face with the teachers/lecturers and their new friends. They should be greeted with joy when they started their study, but instead got a sense of disappointment and sadness because of the WFH implementation. Online learning like this has a psychological impact on students.

The other impact is the delay in responding to learning materials by students when online learning at home. Each student has different facilities, infrastructure, and geography. It causes the acceptance of learning materials from lecturers to students to be less reciprocal and responsive. In addition, the process of delivering material is one-way. Students need to wait for the delivery of learning materials to finish downloading if it is in the form of files or sound. Sometimes there is a delay in receiving material if conducted virtually, such as using Zoom Clouds Meeting or Google Meet, significantly affecting the assessment later.

This online learning also impacts student responses to online learning that is currently applied by assessing it in cognitive, affective, and psychomotor. Cognitive is the ability to think. It controls the thoughts and behavior of students in receiving learning. It is a thought process, which is the individual’s ability to associate, evaluate and consider

one or more events. This ability to sharpen the brain needs to consider because it considerably affects students during a pandemic, such as a language, knowledge, learning, and student perceptions. The cognitive aspect is related to knowledge which refers to the ability to understand the material studied from simple theories to those that are difficult in learning, in knowledge, the ability to remember information correctly, and understanding the material's content.

The following impact caused by online learning towards the socialization behavior and interaction of students both on campus with lecturers and friends or in the community is most students are less cooperative with other students and have less tolerance. It causes less acceptance of diversity around students. It proves from the decreased socialization and interactions between students and other friends or lecturers. It is obvious when students meet with lecturers outside the college or the learning process. Students experience a decline in ethics, morals, and manners because online learning hampered the implementation and motivation to build better student character.

### Conclusions

Some online media lecturers used to teach are Zoom Cloud Meeting, Google Meet, Google Classroom, Telegram, and Whatsapp. Some constraints faced by students at STAHN MPU Kuturan Singaraja when using online media in online learning are internet networks and providers, costs, geographical conditions, learning facilities, delivery of teaching materials, and human resources (HR). The general solution to overcome these constraints is to collaborate well when using online media between lecturers and students to make it run well. The positive impact felt by students and lecturers on the online learning system, which has been running for approximately one year and three months, is that learning makes all students and lecturers evolve to advances in using technology and communication. In its implementation, like it or not and ready or not, the education system must be in harmony and balance with technological developments that are currently developing and will continue to develop along with the times. Online learning also has a good impact on increasing higher education productivity. It is not only external impacts but also internal impacts. Most students who have just entered in 2020 and 2021 are disappointed with the current conditions because they cannot meet face-to-face with the lecturers, seniors, and their new friends. They should be greeted with joy when they started their study, but instead got a sense of disappointment and sadness because of the Work From Home implementation.

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