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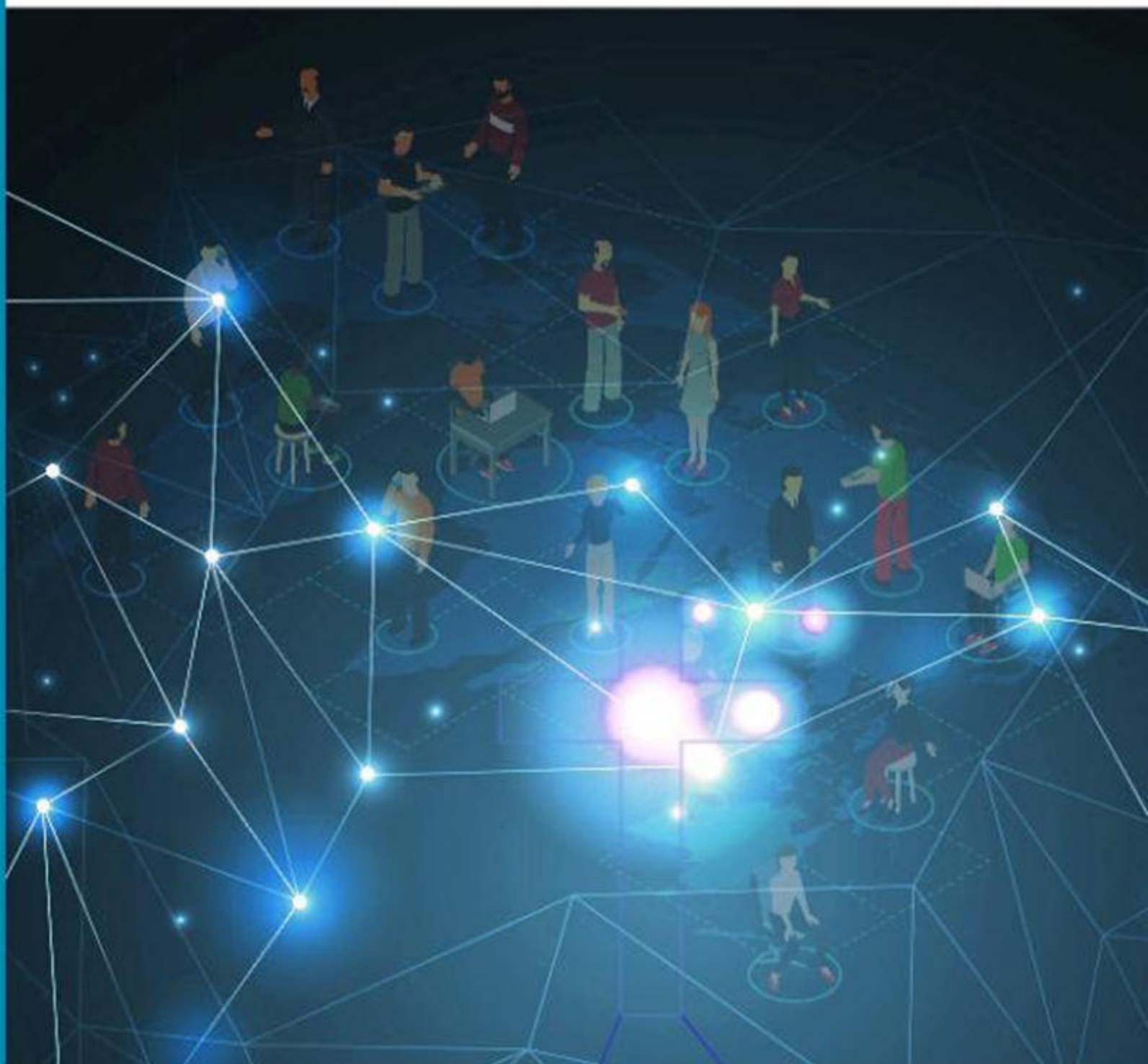
INTERNATIONAL CONFERENCE ON CHRISTIAN EDUCATION

Christian Education in Digital Technology Era: Challenges and Opportunities

June 4th, 2022



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Christian Education in Digital Technology Era: Challenges and Opportunities

June 4th, 2022

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Sola Scriptura SEKOLAH TINGGI TEOLOGI BANDUNG

stth Bandung Theological Seminary

ACSI STRONGER TOGETHER INDONESIA

ACSI Association of Christian Schools International AUSTRALIA

ICCE INTERNATIONAL CONFERENCE ON CHRISTIAN EDUCATION

Christian Education in Digital Technology Era: Challenges and Opportunities

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Welcome from the Rector of Universitas Pelita Harapan

Shalom and gratitude be to our Lord Jesus Christ! It is because of His love and mercy; we can gather together here in this event.

We are now in the end of the pandemic, where more than two years unprecedently we were forced to move to virtual education and embrace digital technology. Out of the millions of educators in Indonesia, both in primary, secondary, and higher education, quickly must learn and implement online teaching and learning. Every educator is required to adapt to various digital learning media, suddenly digital technology is not only a tool but the environment where we are living and interacting with one another. Not only do the schools have to provide the system to support virtual learning, but educators also have to be equipped to design instructions that fit with the virtual setting. This need eventually triggers various parties to adapt, move, and innovate. Educators use a variety of media as a virtual meeting bridge with students. Not satisfied with just meeting virtual, educators also make some innovations by using other features and exploring any applications that will help provide creative materials and teaching materials.

However, despite of all the improvements and innovations in delivering teaching and learning in digital technology setting, there are many obstacles and challenges. The question remains, are students learning effectively? Especially for Christian educators, we need to keep asking the question, whether we have faithfully and effectively carried the mission of Christ-centered education, facilitating holistic transformational education in this digital technology era?

Christian education must consciously be aware of the current educational challenges while embracing the opportunities through the rapid development of digital technology. We should continuously ponder how to be faithful to our calling as Christian educators in this era of disruption. We should strive to be an exemplary institution in presenting Christian education during the fast-changed of digital technology. We believe that every technological progress is the fruit of cultural mandate to advance humans' life, fostering life given by God. On the other hand, Christians are also aware with our fallen nature, that there is a possibility of missing the point in any good effort that we are trying to do. Further as human beings, are we going to develop holistically if education is reduced by totally virtual learning? These are some questions that we need to keep thinking and discussing.

UPH, especially Teachers College, is grateful that we can host the first International Conference of Christian Education, especially inviting best panelist speakers to inspire us. We hope that through the ICCE event, there will be a forum for us, educators and practitioners of Christian education, to discuss the opportunity and challenges of doing our mission in the midst of such rapid technological advances. We also hope that this event will encourage us that amid various challenges that exist, God is faithful in sustaining us thus giving us hope to embrace the opportunities that are wide open to further our service to provide a quality, holistic, and transformational education.

Finally, enjoy the conference, Lord Jesus bless you.

Dr. (Hon.) Jonathan L. Parapak, M.Eng.Sc.

Welcome from the Dean of Faculty of Education, UPH

Today what is happening in the classroom is different from practices before the pandemic. Changes will continue to occur, especially with the advancement of digital technology, which will become increasingly sophisticated. The interaction of education with technology is inevitable. As Christian educators, we embrace digital technology development. We believe students as the Image of God, and the purpose of educating them is to see them flourish with creativity and innovation for the development of human civilization. However, every technological development that brings about good changes may unwittingly change something essential. For example, now we cannot escape from digital technology. It is ubiquitous; from communication, working, shopping, and many more, all are on the digital platform. It has changed the way we interact with one another. To what extent has it changed us? How can Christian education embrace but also be aware of these?

That is the background of the International Conference on Christian Education with the theme, Christian Education in Digital Technology Era: Challenges and Opportunities. Christian educators must continue discussing this topic to carry out our mission faithfully. Continuously we need to learn and relearn to prepare our students well and be ready to embrace their future as disciples of Christ.

UPH Teachers College is very grateful for the cooperation with various parties, ACSI Indonesia and Australia, and Bandung Theological College, which made this first international conference possible. Likewise, we are blessed with the plenary speakers who are experts in their fields and will share their research and insights. We hope that all the presenters and participants will benefit most from this event. The committee has worked very hard to prepare for this event and we hope that by the end of the conference, the conversation will not stop. Let us continue strengthening Christian education in Indonesia through this forum, and we will meet again at the following conferences.

In the end, as our God has led all the preparation for this conference to take place, let His wisdom guide our conversation! All praise and glory be to God alone!
God bless.

Oh Yen Nie, S.E., M.Ed.

Welcome from the Head of Bandung Theological Seminary

The ever-evolving world is a part of the Cultural Mandate or the Creation Mandate, which is revealed in Genesis 1:28. Therefore, we should respond to the development of digital technology critically and positively for Christian education in various contexts.

We are grateful for the first International Conference on Christian Education (ICCE) today, June 4, 2022, as the result of the collaboration between the Faculty of Education UPH, ACSI Indonesia, ACSI Australia, Indonesian Christian Education Council, and Bandung Theological Seminary (STTB), to study the opportunities and the challenges of Christian education in digital era, by involving the experts from within and outside the country as the speakers.

Thank you, especially for the willingness of Mr. David Smith (from Calvin University, US), Mr. Darren Iselin (from ACSI Australia), and Mr. Agus Susanto (from ACSI Indonesia), as the speakers, and for all the committee from the Faculty of Education UPH who has been working hard to prepare this conference.

Hopefully, all the opportunities and the challenges in Christian education in the digital era that are studied through this conference will equip fellow educators with more comprehensive and sharper insights from the biblical point of view, so that the purpose of Christian education which is to produce Christian leaders who have a good spirituality, high competence, and strong dedication, can be more realized though this conference.

Welcome to this conference. God bless you!

Sutrisna Harjanto, Ph.D.

Welcome from the ACSI Indonesia National Director

Dear ICCE presenters and participants.

The development of digital technology is rapidly changing the order of human life–which is also developing so swiftly as well. There are those who agree and follow the speed of development, accept it for granted, and even get involved in the development. Still, not a few are also indifferent to it, disagree and refuse to use digital technology for all kinds of reasons that are indeed or are made in accordance with their choice of decision. In addition, there are those who try to be neutral ("wise"), by looking at digital technology such as a double-edged sword or fire which can be used either for good or evil purposes. e We have already seen practical examples of these two possible uses of digital technology everywhere.

What about us as Christians? Specifically Christian educators? The term of Christian educator, this can be viewed narrowly or broadly. In a narrow sense, some categorize Christian educators as those who work as teachers or lecturers. But we can also see it from a broad sense, that Christian educators are anyone who has the responsibility to educate, direct, and give vision to other people or the surrounding community. And this means that all Christians are actually educators, because Christians are followers of Christ, and Christ has assigned a role to us, Christians, as salt and light of the world. This means that we as Christians must be a flavor for the world and be a statement of God's truth to the world as well.

I represent Christian schools and Christian educators who are members of the ACSI Indonesia organization. I herewith also welcome all the speakers and participants of 2022 International Conference on Christian Education. This conference is organized by Universitas Pelita Harapan in collaboration with several Christian education organizations including ACSI. I hope that this conference can continue in the future and there will be more Christian educational organizations including churches, and synods, to be able to collaborate, like what is stated by ACSI's motto: Stronger Together, for us to be strong together, as one body of Christ. Let's salt the world more and bring light to the world. I hope that through this ICCE more and more people who work as Christian educators will grow and more Christians in general will be more aware of their calling and will realize that we are all educators, tasters, and proclaimers of God's truth, who need to be equipped and strengthened at all times. Especially through the theme of the 2022 ICCE: “Challenges and Opportunities for Christian Education in Digital Technology Era.”

Finally, congratulations to UPH for initiating the first ICCE in 2022. Let us be those who wait on the Lord so that we may gain new strength, like an eagle that soars with the power of its wings, we run and do not become listless, we walk and do not grow weary (Isaiah 40:31).

Thank you, God bless us all.

Agus Susanto, Ph.D.

Welcome from the Chairman of the 1st ICCE UPH 2022 Committee

Shalom Aleichem, gratitude be to our Lord Jesus Christ, because of His love and favor, we can gather in this conference. It is such an honor for me to welcome you to the 1st International Conference on Christian Education (ICCE) UPH 2022, with the main topic, "Christian Education in Digital Technology Era: Challenges and Opportunities."

The rapid development of science and technology in today's digital technology era encourages the emergence of various educational innovations based on learning technology, making it easier for educators and students to access multiple educational contents. This is marked by the ease of obtaining access to information and internet connection speeds. The Covid-19 pandemic has increasingly encouraged the emergence of various forms of digital learning media globally. This unavoidable pandemic requires school administrators', education providers, educators, and students to be able to adapt to changes in learning patterns from face-to-face learning to online learning. An education system that combines digital technology with the learning process will open opportunities and challenges as real implications of the transformation and paradigm shift of education in the digital technology era, including Christian education in it. Therefore, the 1st ICCE UPH 2022 aims to 1) Explain the implementation of digital technology in learning and its implications for students' faith formation; 2) Discuss digital technology development in learning and its implications and influence on the way we communicate and relate to others in Christian educational context an excellent, holistic, and transformational; 3) Enrich understanding to Christian educators regarding the calling response to teach in digital technology era by looking at the opportunities and challenges.

For organizing the 1st ICCE UPH 2022, allow me, as the chairman of the organizing committee, to express my deep gratitude and appreciation to the Keynoted Speakers, Mr. David I. Smith, Ph.D. (Professor from Calvin University, USA), Mr. Darren Iselin, Ph.D. (Director of Research and Innovation Christians School Australia), and Mr. Agus Susanto, Ph.D. (ACSI Indonesia Director) for each conference material presented. We also express our gratitude and most profound appreciation to the Advisory Boards and the organizing partner, Mr. Dr. (Hon). Jonathan L. Parapak, M.Eng.Sc. (UPH Rector), Mr. Sutrisna Harjanto, S.Si., M.Div., Ph.D. (Chairman of Bandung Theological Seminary), Mr. Agus Susanto, Ph.D. (Director of ACSI Indonesia), Mrs. Sandra Scott (Executive Officer of International Partnerships and Service Christian Schools Australia) and Mr. Marks Spencer (Director of Public Policy Christian Schools Australia). Likewise, we would like to express our gratitude and most profound appreciation to the Supervisory Board, Mrs. Oh Yen Nie, S.E., M.Ed. (Dean of the Faculty of Education, UPH) and Mrs. Sarinah Lo, Ph.D. (Senior lecturer of Bandung Theological Seminary) and to the Steering Committee Mr. Dr. Budi Wibawanta, S.Sos., M.Si. (Vice Dean of the Faculty of Education, UPH) and Prof. Dr. Niko Sudibjo, S.Psi., M.A. (Department Chair of Educational Technology, Faculty of Education, UPH). Expressions of gratitude and highest appreciation are

conveyed to the entire organizing committee team, who have worked tirelessly to prepare for this conference so that it can be organized successfully. We also express our gratitude and appreciation to the presenters who have shared articles and published works in the form of proceedings and the participants who have involved in this conference.

Finally, we hope through the organizing of the 1st ICCE UPH 2022, as educators and leaders of Christian educational institutions, we can collaborate to do concrete works in the area where God has entrusted us in responding to the opportunities and challenges in the digital technology. We will appreciate constructive suggestions and criticisms to improve the quality of future conferences. To God be the Glory.

For we are his workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them. - Ephesians 2:10 (ESV)

Imanuel Adhitya Wulanata Chrismastianto, S.E., M.Pd.

Quality Distance Learning in the Era of the Covid-19 Pandemic

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Abstract

The COVID-19 pandemic has affected all sectors of human life, including education. Education in the era of the COVID-19 pandemic underwent a very significant transformation, namely by changing from face-to-face learning models to online learning or distance learning. This study aimed to determine the quality of learning during the learning process in the era of the covid-19 pandemic. This study's research method is a mixed method with a sequential exploratory design, namely research that begins with qualitative analysis to nd out the root of the problem and then continues with quantitative analysis. The instruments used in this study were questionnaires, interview guidelines, and activity observation sheets. The research subjects were Satya Wacana Christian University students and lecturers at Satya Wacana Christian University. The study results show that the online learning process at the Satya Wacana Christian University is strongly influenced by the ease of good and smooth internet access. Constraints experienced during online learning are caused by a poor network causing the online learning process not to be appropriately delivered. In addition, internet constraints cause students to not focus on the lecture process and carry out activities other than lectures during lecture hours.

Keywords: Education Management, Online Learning, Quality Of Education

1. Introduction

Education is the motor in the process of progress of a nation. Through education, there is a process of improving the quality and human capability. In general, education is a life process in developing everyone to live and carry-on life. So that the education process basically lasts a lifetime, is continuous, and always develops from time to time (Newman & Latifi, 2021).

The important role of education in life makes education not only a simple part of human life but has become a standard requirement in life (Kirkiç & Yahşi, 2021). The nature of science, which is always dynamic and developing, makes the educational process undergo changes and adjustments to suit human needs (Biasi, Deming, & Moser, 2021). Advances in science and technology encourage education to experience continuous renewal and innovation (Kryukov & Gorin, 2017).

Efforts to achieve good and useful education require good quality education. The quality of education is influenced by several factors, including the quality of education facilities, teacher quality, and the relevance of education to the needs and costs of education (Doo, Bonk, & Heo, 2020; Sanoto, 2021a). The COVID-19 pandemic is challenging the education process from 2020 to 2022. The COVID-19 pandemic began to spread in 2020, resulting in constrained learning. During the COVID-19 pandemic, the learning

process is limited, and learning is impossible to do face-to-face and switch to online learning (Aytaç, 2021; Düzgün, 2021).

Online-based learning is not a new learning model, but not all aspects of learning before the COVID-19 period apply online learning. However, the Covid-19 pandemic indirectly requires learning to be carried out online. So, it is necessary to adjust the learning aspect, namely the material, the teacher, and the students/students. Online learning has several obstacles, such as capable learning tools and good internet network quality (Magogwe, Mokibelo, & Karabo, 2022; Sanoto & Sugito, 2020). So, online learning needs good adjustments to achieve the same minimum quality as offline learning.

The main problem in this research is that the online learning process that was applied during the covid-19 pandemic experienced several obstacles, ranging from technical problems starting with the availability of a stable internet network to learning media and learning processes applied in the classroom. Several related studies have shown that online learning is not fully ready to be used in the classroom, but with social restrictions, forcing the educational process to be changed in the form of online learning (Alghamdi, El-Hassan, Al-Ahdal, & Hassan, 2021; Doo et al., 2020). The learning process cannot stop because it can lead to the degradation of students' abilities.

The solution to the problems of the online learning process is the design of a learning environment that can accommodate materials, learning processes, and network limitations in online learning process (Martosenjoyo, 2021). The structured learning environment does not move the offline learning process to online but accommodates all learning resources, so students are accustomed to learning independently (Hockings, Thomas, Ottaway, & Jones, 2018). So that the learning environment is composed of designs from various scenarios, making it possible to be carried out synchronously and asynchronously. The role of the lecturer is not entirely teaching but is expected to be a facilitator and mediator in the student learning process.

Based on this study aims to determine the quality of online learning during the learning process carried out during the COVID-19 pandemic, especially at the Satya Wacana Christian University. This study aimed to determine the quality of online learning during the learning process carried out during the covid-19 pandemic

2. Literature ReviewLearning Online

Learning Online is learning that uses the internet as a learning medium and does not require a shared place for the learning process. Online learning is often known as distance learning. Online learning differs from traditional learning, which is done face-to-face in the classroom (Moradi, Liu, Luchies, Patterson, & Darban, 2018). Online learning is very dependent on technology as a learning tool.

The online learning process involves various learning media, including videos, games, and online learning modules. The online learning process can be carried out through the media of computers, laptops, and mobile phones that have internet access to connect (Hergüner, Buğra SON, Hergüner Son, & Dönmez, 2020). Independent learning in the online learning process is essential because the online learning process is not thoroughly carried

out the same as the face-to-face learning process but is arranged so that the online learning process is more effective and not boring (Zeng & Tingzeng Wang, 2021). So, independence and activeness in the learning process have a central role in achieving the effectiveness of online learning.

Quality of Education

Learning is an operational communication process between teachers and students, students and students, to change attitudes and mindsets that will become habits for the students concerned. The teacher acts as a communicator, students as communicants, and the material communicated contains messages in the form of knowledge in communication, the roles of teachers and students can vary from teacher to student or vice versa (Maj, 2022).

The quality of learning is reviewed quantitatively and qualitatively. According to Danielson (2013), the measurement of learning quality uses the quality domain, namely (1) planning and preparation, (2) classroom environment and instruction, and (3) professional responsibilities. Qualitatively, planning and preparation related to learning planning are of high quality if the learning tools (syllabus, lesson plans, teaching materials, creative thinking ability tests) are categorized as valid and validated by expert validators. The classroom Environment and Instruction related to the learning process are said to be of good quality if the management of the learning process reaches the minimum criteria by observation of the observer (Rasto, Muhidin, Islamy, & Handayani, 2021).

3. Research Method

This study's research method is a mixed method research method with a sequential exploratory design, namely research that begins with qualitative analysis to find out the root of the problem and then continues with quantitative analysis. Qualitative analysis was conducted to determine the online learning process at the Satya Wacana Christian University. Quantitative analysis was conducted to determine the learning process's effectiveness during online learning. Data collection was collected by interviewing, observing, and distributing questionnaires to determine the learning process and achievements during online learning.

The instruments used in this study were questionnaires, interview guidelines, and activity observation sheets. The research subjects were Satya Wacana Christian University students and lecturers at Satya Wacana Christian University. The data analysis carried out in this study was based on data obtained using data triangulation to obtain saturated research data to produce a description of the online learning process. Quantitative data analysis was conducted to determine the effectiveness of the learning process by using the t-test on student learning outcomes.

4. Results and Discussion

The learning process at Satya Wacana Christian University is thoroughly carried out online because face-to-face learning cannot be carried out based on government policies and campus policies. The learning process carried out is carried out synchronously and

asynchronously. The synchronous lecture process is carried out face-to-face via the Zoom or Google Meet application.

The lecture process underwent adjustments related to the length of online learning and emphasized increasing student independence in the learning process. The following displays the online learning process carried out during the covid-19 pandemic.

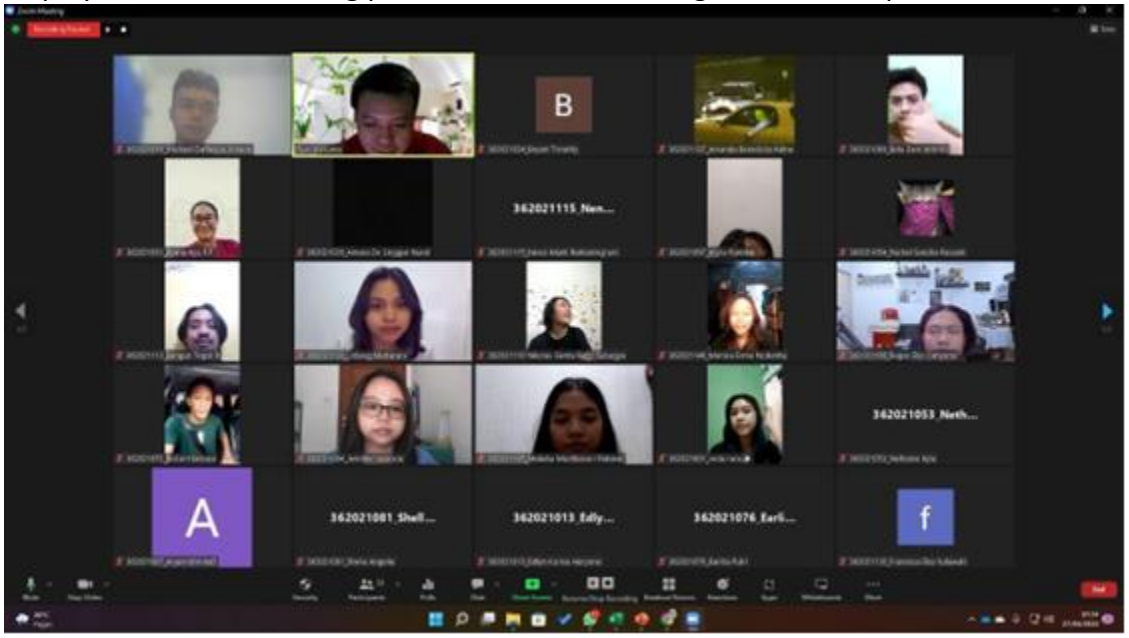

Figure 1. Online Learning Process

The synchronous learning process is sought to help students understand what was given previously. A virtual face-to-face process is carried out to confirm and help students understand the material that has not been understood before. The asynchronous learning process at Satya Wacana Christian University is carried out by providing structured assignments and projects for students to help improve their understanding through assignments.

The asynchronous lecture process is assisted by using Whatsapp Group and Flearn. Flearn is an online learning ecosystem designed in the Satya Wacana Christian University environment. Through Flearn, students can conduct discussions, share material, and submit assignments given previously. Here is a view from Flearn.

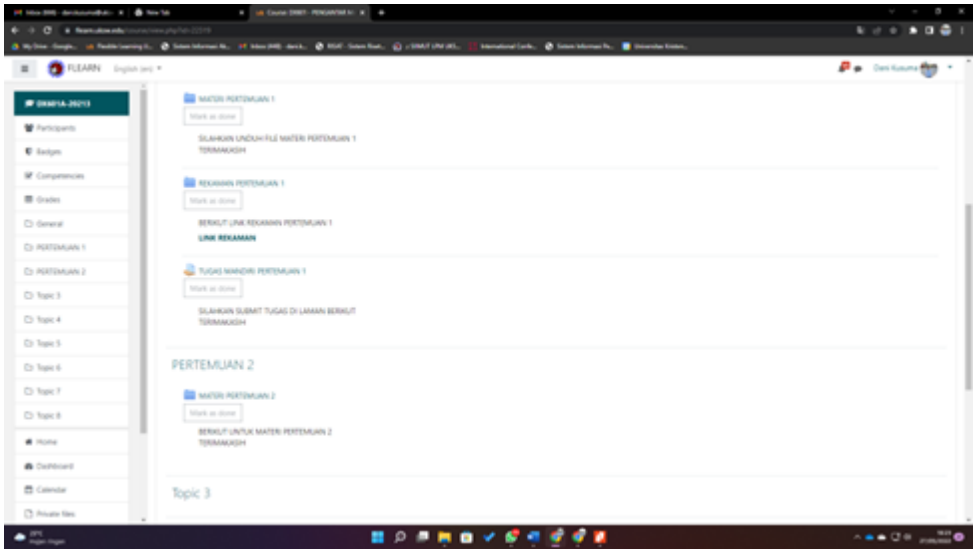

Figure 2. Online Learning Process by Flearn

The online learning process at the Satya Wacana Christian University showed positive results. Online learning results can be seen in achieving student learning outcomes, which reached 80%, to get good results. In addition, student perceptions related to learning showed high results by obtaining a score of 3.8 from 1 to 4.

Efforts to control the lecture process carried out by lecturers were carried out by providing lecturer evaluation sheets filled out by students to assess the learning process carried out. Evaluation sheets filling is done to control learning by following the objectives, and lecturers can deliver lectures properly. The following is an example of lecturer evaluation results in online learning.

Figure 3. Evaluation of The Learning Process

The results of lecturer's evaluations become a reference for the university in assessing lecturers and evaluating the learning process that has been carried out. The evaluation process can be used to improve the learning process, especially the implementation of lectures during the COVID-19 pandemic, which requires adjustments to the dynamic and fast lecture process.

The online learning process that has been carried out so far has received positive evaluations from students, and this can be seen from the results of interviews with students, which are shown as follows.

Table 1. Student Interview Process

P	:	How is the learning process carried out on campus?
S	:	The learning process is carried out online via zoom and google meet Sir
P	:	Are there any obstacles in the learning process?
S	:	There are, Sir, especially network problems which are sometimes less stable
P	:	How do you overcome these obstacles
S	:	Sometimes I change places, Sir, if I'm looking for a good signal
P	:	What difficulties did you experience during online learning?
S	:	Obstacles in the learning process sometimes do not understand the chapter being studied
P	:	So, what solutions did you do?
S	:	Discuss with friends, and ask lecturers during lecture hours and through WhatsApp

The interview results show several obstacles in the online lecture process. The main obstacle is inadequate internet access, causing students to be unable to attend lectures properly. However, to overcome the difficulties and lack of understanding during online learning, students take advantage of it by conducting discussions and consultations with classmates and lecturers.

The online learning process also impacts the learning process, especially for teachers, namely lecturers. The interviews with senior lecturers stated that the online learning process requires adaptation from both the teacher and student sides. The transformation in question includes technology, adaptation of learning materials and materials, adaptation of the learning process, and adaptation of the learning assessment process. The interview results stated that problems in online learning were caused by several aspects, namely internet access, student motivation, and learning independence. These three aspects affect the achievement of learning objectives.

Using supporting learning media such as Flearn and student discussion forums helps students and lecturers in the lecture process to make learning materials more accessible. In addition, student discussion media is a solution to the limitations of face-to-face learning. So that students have positive learning interactions between students and lecturers.

Quality of Online Learning

The quality of online learning in this study was measured based on the process of learning planning, implementation of education, and assessment of learning.

Planning

In The planning stage, the researcher made lesson plans, lecture materials, and learning facilities. Expert validators then validate the tools that have been created. The assessment given by the validator refers to a rating scale from 1 to 5. The assessment results from the validator are analyzed based on the average score given. The results of each validator's assessment of learning tools can be seen in Table 2 below.

Table 2. Results of Obtaining Learning Device Validation

Average	Validator Score		Average Total	Category
	V1	V2		
RPS	3.88	5.00	4.44	Very Good
Lecture Materials	3.87	4.85	4.20	Good
Media/Learning Facilities	4, 14	5.00	4.57	Very Good
Average total			4.40	Very good

Based on the assessment results from the validator, the average value for RPS, lecture materials, and learning facilities is in the very good category. From these results, it can be concluded that the learning device is suitable for research.

Implementation

The lecture implementation sheet shows the measurement of the quality of learning implementation. The implementation of learning is said to be of high quality if the results of observations on learning performance are at least in the good category. The implementation of the learning process can be seen from the effects of statements obtained from student activity, project achievements, and student assignments during the lecture process in the appendix, which can be seen in Table 3.

Table 3. Average Assessment of Learning Implementation

Meeting	**Score**	**Predicate**	**Meeting**	**Score**	**Predicate**
1	3.23	Good	9	3.25	Good
2	3.15	Good	10	3.46	Very Good
3	3.00	Good	11	3.33	Good
4	3.23	Good	12	3.23	Good
5	3.46	Very Good	13	3.33	Good
6	3.33	Good	14	3.1	Good
7	3.26	Good	15	3.23	Good
8	3.46	Very Good	16	3.46	Very Good
Average total average			3.28		Very Good

Based on Table 3, the average implementation of lectures is included in the minimally good category, so it can be concluded that the researchers' ability to prepare and manage to learn is in the good category.

Assessment

Quantitative learning assessment aims to find out that online learning can reach the specified KKM of 70 by meeting classical completeness of 75% with students reaching the KKM. To carry out the test, a prerequisite test is carried out, namely the normality test and the homogeneity test, as shown in the table below.

Table 4. Output Results of Data Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
NILAI_GAB	,060	64	,200*	,987	64	,737

Based on Table 4 above, the value is obtained. Because the value is more than 5%, it is accepted. This means that the final data on students' creative thinking abilities are normally distributed.

Table 5. Output Results of Data Homogeneity Test

Levene Statistic	df1	df2	Sig.
,037	1	62	,848

The results of Table 5 obtained the value because the value is more than then accepted. H0 is accepted, meaning that the data comes from a homogeneous population.

A proportion test was carried out because the data met the prerequisite test criteria. The proportion test is used to test students' mastery classically. Students are said to have achieved the KKM test scores of at least 75% of the total number of students in the class. The experimental class consists of 32 students with an average score of. The z-test calculation using the Microsoft Excel application is obtained so that it can be said that 75% of students in the experimental class completed classically.

The experimental class test results with the average are standard deviation, and the number of students is 32. The individual mastery test uses the t-test which aims to determine the mastery of individual students in creative thinking abilities more than the KKM, which is 70. Microsoft Excel assistance application is obtained while Ho is rejected, and it was concluded that the average student score was more than 70.

The study results show that the online learning process is influenced by various aspects that become obstacles and challenges in implementing online lectures. The challenges that exist in the lecture process can be overcome with proper preparation from the lecture process, lecture materials, and the prepared lecture system. Because preparing from the aspect of the learning system, learning policies and learning settings are the primary keys to achieving a lecture process that can achieve achievement targets. The role of universities and lectures is the primary indicator that the online learning process can run effectively. The research of Şenol et al., (2021) strengthens the research findings that the

online learning process requires the participation of appropriate learning tools, especially in the implementation of online learning. The online learning process or distance learning is very dependent on the independence of students in learning, so the learning tools and processes must be able to accommodate the independence of students' learning which is characterized by learning materials that are easy to learn on their own (Alnasraween & Shahadab, 2015; Li, 2022).

In addition to aspects of the system and learning process that are designed to be simple and effective, student involvement in the learning process is a core part of online learning (Susanto, Sasongko, Kristiawan, Nipriansyah, & Purdiyanto, 2021). Students must be active and highly motivated in the online learning process because the online learning process encourages students to be proactive and independent in learning. Student motivation in learning has a central role in the independent learning process since the achievement of learning objectives depends on the students themselves because the control from the teacher cannot be fully, especially in online learning (Sanoto, 2021b; Sotak, Spain, Dionne, & Yammarino, 2021).

The online learning process at Satya Wacana Christian University is included in the quality category. The quality of learning is a combination of planning, implementation, and assessment that meets the minimum criteria of good. This can be seen in learning planning, implementation, and assessment assessments that meet good criteria. In addition, the online learning process, especially during the COVID-19 pandemic, requires dynamic innovation and adapts to changing conditions.

5. Conclusion

This study concludes that the online learning process has several obstacles, namely constraints on the availability of a good internet network and the achievement of learning expected by students. In addition, the obstacles that arise are students' motivation and independence, which are still low, resulting in less attention to learning. A learning system is designed to accommodate or be a solution to several online learning problems, such as student discussion rooms and the Flearn learning system can improve learning achievement. The quality aspect of learning in this study meets the quality criteria because it meets the minimum criteria of good in the aspects of planning, implementation, and assessment.

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