

ABSTRACT

Nur Rabi'ah Oktaviani. 180101030079. Lecturers' View on The Implementation of Synchronous Online Learning in UIN Antasari Banjarmasin. Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Dra. Andi Irlina, M. Hum. 2025.

Keywords: Synchronous Online Learning, Lecturers' View, Implementation, Challenges, UIN Antasari Banjarmasin

This study investigates lecturers' perspectives on the implementation of synchronous online learning at UIN Antasari Banjarmasin. The background highlights varying global experiences with online learning, underlining the importance of local context in understanding its effectiveness. The objectives are to identify the characteristics of synchronous online learning at the university, explore challenges faced by lecturers, and examine their overall views on its implementation. This qualitative study employed interviews to gather in-depth data from lecturer participants. Findings indicate that synchronous online learning at UIN Antasari Banjarmasin is characterized by accessibility, independency, and interactivity. Tools like Google Meet and Google Sites supported accessibility, though limited internet infrastructure in rural areas remained a barrier. Lecturers developed independency through self-directed learning and preparation, while interactivity was encouraged via group discussions and multimedia use. Challenges included unstable internet connections, decreased engagement due to "camera-off" behavior, lack of non-verbal feedback, Zoom fatigue, informal learning atmosphere, and difficulties in oral assessments. Despite these issues, students acknowledged the necessity of synchronous learning during the pandemic. Their views reflected both appreciation for digital flexibility and concern over its limitations, particularly in language learning. The study concludes that while synchronous learning is a viable mode of instruction, it requires continued institutional support, improved digital infrastructure, and professional development to maximize its potential in Islamic higher education.

ABSTRAK

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Kata kunci: Pembelajaran Daring Sinkron, Persepsi Dosen, Implementasi, Tantangan, UIN Antasari Banjarmasin

Penelitian ini mengkaji perspektif dosen terhadap implementasi pembelajaran daring sinkron di UIN Antasari Banjarmasin. Latar belakang penelitian menyoroti pengalaman global yang beragam dalam pembelajaran daring, menekankan pentingnya konteks lokal dalam memahami efektivitasnya. Tujuan penelitian ini adalah mengidentifikasi karakteristik pembelajaran daring sinkron di universitas, mengeksplorasi tantangan yang dihadapi dosen, dan menganalisis pandangan mereka secara keseluruhan terhadap implementasinya. Penelitian kualitatif ini menggunakan wawancara untuk mengumpulkan data mendalam dari peserta mahasiswa. Temuan menunjukkan bahwa pembelajaran daring sinkron di UIN Antasari Banjarmasin ditandai dengan aksesibilitas, kemandirian, dan interaktivitas. Alat seperti Google Meet dan Google Sites mendukung aksesibilitas, meskipun infrastruktur internet yang terbatas di daerah pedesaan tetap menjadi hambatan. Mahasiswa mengembangkan kemandirian melalui pembelajaran mandiri dan persiapan, sementara interaktivitas didorong melalui diskusi kelompok dan penggunaan multimedia. Tantangan meliputi koneksi internet yang tidak stabil, penurunan keterlibatan akibat perilaku “camera-off”, kurangnya umpan balik non-verbal, kelelahan Zoom, atmosfer pembelajaran yang informal, dan kesulitan dalam penilaian lisan. Meskipun demikian, siswa mengakui pentingnya pembelajaran sinkron selama pandemi. Pandangan mereka mencerminkan apresiasi terhadap fleksibilitas digital dan kekhawatiran terhadap keterbatasannya, terutama dalam pembelajaran bahasa. Studi ini menyimpulkan bahwa meskipun pembelajaran sinkron merupakan mode pengajaran yang layak, hal ini memerlukan dukungan institusional yang berkelanjutan, peningkatan infrastruktur digital, dan pengembangan profesional untuk memaksimalkan potensinya dalam pendidikan tinggi Islam.