Digital Civility Transition Practices by Academic Community During COVID-19 Pandemic

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Abstract
The digital revolution, huge changes, and digital disruption, amplified by the Covid-19 pandemic, prompted digital natives and digital immigrants to implement distance learning. Some institutions develop new learning management systems to support online learning, and also monitor academic activities such as student college attendance, posting examination case studies, and integrating exam results into student information systems. In contrast, all university members (lecturers, student college, and course management corporate) still have obstacles to using this student information system. The system implementation is unfamiliar for most members at first. Furthermore, this research is used as a qualitative method through a forum group discussion involving lecturers and student colleges of six (6) cities in Indonesia. While it is taking place in an online class, the potential risks of being exposed to electronic influences are getting more delicate.

Keywords: Digital Civility, Distance Learning Ethics, Risks of Being Exposed to Online Impacts, Online Campus.

Abstrak

INTRODUCTION
In the event of a pandemic, learning will be pushed to transfer quickly to internet-based learning. Using LMS (Learning Management System) for lecturer and college student digital lockers, there is an urgent need for a learning culture and digital civility at this time. Also, information systems for academic administration, such as SIS (Student Information System), are being implemented, although they were already in use before the pandemic. Then, as a result of various new cultural trends in online learning, the research issue arose.

Digital disruption and the digital revolution must be accepted by various generations. There is a generation that is completely immersed in digital connection. On the other hand, there is a generation compelled to engage in digital interaction in the education field at university online learning activities. The running system implemented is called Learning Management System (LMS). Furthermore, interaction process systems used between lecturers and college students at LMS are attendance, course material for one semester each week, and grade input for middle and final examinations at SIS (Student Information System).

According to the Grand Indonesian Dictionary (KBBI), civility is the level of intelligence and good manners, including politeness, and good behavior, both in the real and the digital world. In a digital setting, politeness has three characteristics: a dedication to sustainable and fair communication, a desire to reach out to a varied audience with a common purpose, and accountability. Then we make the argument for schools play a critical role in instilling digital politeness. (Dishon and Sighal, 2018).

Indonesia in the fifth edition of the CDI 2020 digital civilization index report released by Microsoft in February 2021 stated that Indonesia is in the politeness index's most strained position. Meanwhile, Indonesia is struck by the list of civilizations as a country that is establishing civilization in both the actual and virtual worlds. This indicates that Indonesia faces pervasive behavioral, sexual, and reputational threats. It shows that these four risk clusters are converging on our digital media's lack of decency and civility.

Due to the pandemic's impact on other colleges in other nations, including Japan and the United Kingdom, the online study has become required. Online learning will be advantageous since it will open new chances for university involvement for parents of special needs children who are unable to visit the campus, as is the case in Japan. Even when there are many students in interactive online classes, the class size appears to be tiny. Meanwhile, if you are in an offline class, it will be like a large-scale class style because you directly see the whole student. On the other hand, the time-sharing component of online classes is crucial. However, because there are no time restrictions on the content provided by online media, students can attend lectures whenever they want. (Yoshimi, 2020). At several universities in the UK, even so, with increasing dependency on online learning, there is a working-related crisis related to pedagogy, technology, studies of race and culture in online communities, and local and global cultures. (Sharma, 2020).

There is a new phenomenon in learning during the pandemic, there are digital frauds committed by many students and college students, including, politeness while online learning is in progress, sometimes students tend to be shy or lazy to open the camera, and it could be a question whether the student is present or not. This online learning creates a negative impact on lazy students to use jockey services to complete examinations given by the lecturer.

Many students no longer want to record and take note of their knowledge. They tend to think instantaneously and use existing technology. This bad change is experiencing total degradation in terms
of learning motivation. Furthermore, this study describes the abrupt digital transition that occurs in student-lecturer interactions and on-campus environments.

Several learning methods are used as references when implementing online learning: (1) Flipped learning is a type of learning that incorporates both online and face-to-face components. (2) Hybrid learning is defined as learning in which certain face-to-face course elements are replaced with online components. (3) Blended learning is face-to-face classes usually accompanied by online resources and materials, without replacing offline components (4) Distance or remote learning takes place entirely online, with no face-to-face interaction. All course materials and documents are provided in a Virtual Learning Environment (VLE) and lectures can be delivered synchronously or asynchronously (Putri et al., 2021).

This research focuses on the state of civility in the digital world of education, both before, during, and after the pandemic. The researcher is concerned with 6 (six) big cities, i.e., Jakarta, Surabaya, Bandung, Malang, Yogyakarta, and Cirebon. Students studying at specific universities that are the subject of research are the target audience.

LITERATURE REVIEW

Digital learning has just been done during the pandemic, from 2020-2021 in Indonesia. Institutions in Indonesia formerly solely employed digital devices for digital literacy purposes; in reality, most universities now include digital libraries as part of their campus infrastructure. Moreover, students, instructors, and the general public require digital libraries in this period to get quick references via the internet without having to go to a physical library. Digital library collections can be accessed at any time and from any location. (Divayana et.al, 2015; Darmayanti, 2016).

Industrial revolution 4.0 is approaching, which is marked by the cyber-physical system. Today the industry is beginning to touch the virtual world, in the form of human, machine, and data connectivity, everything is everywhere. The use of computers as a driving force for industrial activities, from the production process to distribution is now increasingly accessible, almost every step of industrial activity is driven by computers.

From the various descriptions above, the 4th industrial revolution can be said as an accumulation of integration of technological innovation from the discovery of mechanical, electronic, and robotic devices to the development of internet-based information technology (Morral et al, 2017). Based on experience, an urgent need for technological advancement was brought on by the Industrial Revolution 4.0's impact on the educational sector.

In the meantime, this revolution 4.0 made increased the digital learning process, especially accommodating distance learning activities. Moreover, the Industrial revolution 4.0 and distance learning and online learning techniques (PJJ) require several minimum conditions, such as electricity sufficient, super speed internet access, and availability of one device for one user. In addition, teaching materials will be improved by lecturers’ communication skills and excellent use of technology. In the meantime, this research tries to conclude from the results of the FGD (Forum Group Discussion) during fieldwork.

Sadly, the pandemic's current disruption of the pace of digital migration can be seen as a gift in disguise, involving all parties. And in the year 2025, 8 billion people on earth will have internet access (Source: Singularity Education Group, 2020).

The following prerequisites, such as the availability of technology, the capacity to make use of it, the capacity to create or participate, and the capacity to independently look for information resources. Then, the investigation turns to the idea of the following cognitive processes from these essential requirements:
By the time the pandemic hit Indonesia in 2020, simultaneously all universities in Indonesia implemented distance learning. On the other hand, using social media for distance learning is only effective for theory courses, while it is seen as less successful in practical classes to use social media such as Facebook, Instagram, and Youtube, it is deemed less effective in theoretical courses. (Nadeak, 2020).

The findings suggest that using digital tools like Zoom, WhatsApp, Google Classroom, Schoology, and Edmodo to improve the quality of online lectures during the COVID-19 pandemic has a significant impact. Signal restrictions, which are typically less consistent and wasteful of quotas while implementing online learning, can be handled by merging digital platforms to eliminate these hurdles without sacrificing the virtual classroom essence. (Lestari, et al., 2020).

**RESEARCH METHOD**

This research was conducted using descriptive qualitative methods in the form of group discussions with lecturers and students, as well as extensive interviews with key persons such as cultural observers, journalists, and community leaders. The research locations in addition are The Yapari College of Economics and Tourism in Bandung, Cirebon Muhammadiyah University in Cirebon, Yogyakarta Institute of Technology in the Special Region of Yogyakarta, Merdeka University in Malang, Bhayangkara University Surabaya in Surabaya, and other universities in DKI (Daerah Khusus Ibukota; Special Capital Region) Jakarta.
RESULT AND DISCUSSION

RESULT

The rejection to digital acceptance phases of the shift from offline to online is shown in the picture above. Each campus employs the following information systems and LMS to categorize its campuses.

<table>
<thead>
<tr>
<th>Campus name</th>
<th>LMS</th>
<th>SIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universitas Trisakti Jakarta</td>
<td><a href="https://lms.trisakti.ac.id/">https://lms.trisakti.ac.id/</a></td>
<td><a href="https://sis.trisakti.ac.id/">https://sis.trisakti.ac.id/</a></td>
</tr>
<tr>
<td>Universitas Bhayangkara Surabaya</td>
<td><a href="http://www.elearning.ubharajaya.ac.id/">http://www.elearning.ubharajaya.ac.id/</a></td>
<td><a href="http://sim.ubhara.ac.id/">http://sim.ubhara.ac.id/</a></td>
</tr>
</tbody>
</table>

Private engineering and vocational categories

<table>
<thead>
<tr>
<th>Campus name</th>
<th>LMS</th>
<th>SIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institut Teknologi Yogyakarta</td>
<td><a href="https://kuliah.itny.ac.id/">https://kuliah.itny.ac.id/</a> #</td>
<td><a href="https://siakad.ity.ac.id/gate/login">https://siakad.ity.ac.id/gate/login</a></td>
</tr>
<tr>
<td>STIEPAR YAPARI Bandung</td>
<td>NA</td>
<td><a href="https://siak.stiepar.ac.id/">https://siak.stiepar.ac.id/</a></td>
</tr>
</tbody>
</table>

Kategori Swasta Keagamaan

<table>
<thead>
<tr>
<th>Campus name</th>
<th>LMS</th>
<th>SIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universitas Muhammadiyah Cirebon</td>
<td><a href="https://e-learning.umc.ac.id/">https://e-learning.umc.ac.id/</a></td>
<td><a href="http://sisterdikti.umc.ac.id/auth/login">http://sisterdikti.umc.ac.id/auth/login</a></td>
</tr>
</tbody>
</table>

Sources: interview (2020-2021)

Figure 2. Digital Tool Transitional Uses and Off-Camera Learning Culture
Figure 3. Online Learning Condition Expectation (On Camera)

Tabel 2. Pre-pandemic data changes (2014-2019), Pandemic (2020-2021), Post-Pandemic (after two years, 2022-present)

<table>
<thead>
<tr>
<th>Pre-Pandemic</th>
<th>Digital Diffusion</th>
<th>Post-Pandemic Changed - Two Years Pandemic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited Data Plan</td>
<td>The government has allocated 7.2 trillion rupiahs to help students with their internet data quotas.</td>
<td>Data packages are not restricted, but quota help is beginning to be restricted, necessitating the use of additional personal expenditures.</td>
</tr>
<tr>
<td>Face to face learning</td>
<td>Online learning, but some are offline limited to 50% with health protocols, especially for practical courses.</td>
<td>After students received their vaccinations, studying began 50% offline, and now less people are using internet learning.</td>
</tr>
<tr>
<td>Not applied LMS (Learning Management System &amp; SIM)</td>
<td>Adapting LMS SIM that have already implemented</td>
<td>Already starting to develop and proficient in using LMS and SIM</td>
</tr>
<tr>
<td>Social Civility</td>
<td>Digital Civility</td>
<td>Hybrid Civilization (Online and Offline)</td>
</tr>
<tr>
<td>Politeness change</td>
<td>Behavior modification in the digital age</td>
<td>Progressive changed of hybrid adaptation</td>
</tr>
<tr>
<td>Lecturer readiness</td>
<td>Senior Lecturer Limited by routines and technological proficiency</td>
<td>Teach in yourself</td>
</tr>
<tr>
<td>Campus readiness</td>
<td>Early Majority</td>
<td>Early Adopter</td>
</tr>
</tbody>
</table>
According to Eny Nur Aisyah and Hardika's (2018) research, "Politeness in the Contemporary Perspective," the change in the current generation's perspective of politeness is influenced by numerous factors, including: (1) The world is currently undergoing a digital transformation, in which all types of information may be accessed instantaneously and without restriction. If the current generation is unable to distinguish between important and useless information, they will consciously follow the development of a new culture, (2) a paradigm revolution in the meaning of life, most individuals today preferring to spell lifestyle rather than life itself, people are currently competing to build a society that is hedonistic and consumptive. (3) In addition to having a good impact, modernization also has a detrimental impact.

Individualistic and antisocial personalities reflect today's society.

1. Digital Ethics and Civility in Indonesia Culture

Civility is not so much a disposition as a form of behavior, one which can be expected, cultivated, and practiced. Callan suggests that: Civility is the personal virtue we show when we express respect for others' dignity in how we interact directly with them – e.g., in their physical presence, in persuasion and other speech acts that we direct to them, in cooperative projects, or the like. (Callan, E. (2016). Education in safe and unsafe spaces. Philosophical Inquiry in Education, 24(1), 64-78.)

2. Campus-based Distance Learning Process Categorization

The colleges that we employ as learning informants fall under the following categories.

a. Religious education-oriented campus (Universitas Muhammadiyah and UIN)

b. Engineering and Vocational General Category Campus (ITY and STIEPAR Yapari)

c. National Category Campus (Universitas Bhayangkara Surabaya, Universitas Merdeka Malang and Universitas Trisakti)

In theory, the campus that values teachers the most is religiously focused. Whereas the representation of the lecturer who spoke about ethics and politeness will be compared in the field. The campus will be structured to be ready for the spread of internet information technology, innovation, and the application of civility in the online learning process on the one hand. Furthermore, ethics in online learning must be recorded in a diary to foster a shared commitment to it in the future.

3. Online Learning Innovation and Diffusion During a Pandemic.

a. Lecturers or teachers who are technologically savvy. Due to this, the learning environment is stiff, boring, and lacks passion.

b. Some instructors experienced limitations due to online resources and networks at various points during the usage of LMS (Learning Management Systems), the latest application and information system. It happened most often for lecturers at the age of more than 55 that are widely circulated during the pandemic

c. Based on the Ministry of Education and Culture report, despite providing discounted data bundles and online learning resources for students, people continue to experience signal reception issues in their houses and surrounding areas.

d. Some online vocational schools forbid them from engaging in the practice. Finally, many covid graduates have had reservations about their ability to succeed in the workplace.

4. Connectivity and Engagement in Online Classes.

The professors finally need assignments and "self-study" in online learning, which significantly reduces politeness and the sense of involvement in the teaching and learning process. Since then, learners have also begun to participate less in the classroom environment. Students are only present in the zoom box or online learning, without the necessity of answering queries from
professors. Furthermore, many have argued to turn off the camera and microphone when studying due to their numerous justifications, such as a poor internet connection or a lack of learning tools. Students' responses indicate that they are finding it easy to complete online and independent study tasks. In the end, it forces them to study independently and use plagiarism. According to the Ministry of Education and Culture's assessment, learning losses from online learning will become apparent within the next ten years. In this journal, we consider it to be a cultural loss as well as a loss of learning. Also, loss of the collaborative spirit, sense of community, and learning environment that fosters manners and civilized ideals. The lost civilization is:

1. Plagiarism
2. Lying when the connection is poor and declining to participate in class debates or instructor inquiries.
3. Due to the limitations of fundamental components of the learning environment, such as the unclear sound of devices, losses from insufficient pulses, and non-discounted tuition fees.
4. In certain instances, the adverse effect is that learners cannot obtain suitable learning laptops in different cultural contexts.

According to experts, lecturers' inability to provide creative lessons and foster fruitful debates is what is causing the impact of students' lack of participation and decorum in the PJJ. However, the lecturer who was criticized still receives this. After all, some students stated throughout the discussion that a conducive environment for studying did not encourage learning. Meanwhile, all family members gather in one house because of the restrictions on community activities (PPKM) or called lockdown. So, it is getting more crowded. In addition, a gadget that alternates its use and also a limited network at home.

LMS (Learning Management System) and MIS (Management Information System) in enhancing education. Most universities in Indonesia already have a good Learning Management System (LMS), for example, the Edmodo Learning Management System by applying physics courses that support online learning at the college level during a pandemic. (Sefriani, 2021). Otherwise, some universities do not have high effectiveness in digital learning. According to studies, 79 percent of students prefer onsite learning, whereas only 1 percent prefer online learning. To summarize, concurrent online learning is ineffective. (Dewantara, et.al, 2021). No one anticipated the pandemic's two-year duration at its inception. This phase is illustrated in the following diagram.

In some circumstances, the tendency toward civility in online learning is strongly influenced by students' and lecturers' access to and adoption of technology.

1. Innovation in teaching methods and the capacity for long-term online learning.
2. Face-to-face learning's distinctive qualities or values are fading. It is inconsistent with online learning, which discourages students from participating in their studies.
3. A religious campus will find it simple to encourage students to uphold the shared value of civility.
4. Even though the national campus is supported by an LMS (Learning Management Systems) and a learning system that has been more advanced but lagging in terms of learning commitment. Sometimes, student access interferes with the commitment to decency or netiquette that has been made.
5. Due to their inability to conduct practical exercises and directly instill professional principles, vocational campuses are the learning institutions that suffered the most during the epidemic.

In theory, the pandemic has already reached the endemic stage. Some campuses (universities) have implemented face-to-face learning. The biggest educational impact of distance learning (PJJ) is learning
loss and cultural loss. Then, the biggest impact is faced by the vocational field. However, online learning seriously disrupts the face-to-face procedure and the practical at the vocational school.

Beyond simple courtesy, civility goes further. Students experience online learning less fully due to access issues. Assignments and the usage of the self-learning method make students not engage in lecturing. In addition, some aged lecturers will find it difficult to seek an understanding of internet access because of the lack of using technology and innovation in online learning.

Likewise with lecturers at technical and scientific. They may be able to do distance learning, but they engage students in a lot of conversation by assigning tasks and making them perform an individual studies. Furthermore, students who lack motivation are most affected by the learning interaction process.

This makes students lose respect for lecturers. They stop identifying the best moment to get in touch with the lecturer. Contact at unreasonably late hours or through social media chat lines devoid of morals and consideration for others. Meanwhile, colleges that are not affected by a pandemic can incorporate the importance of student involvement and subjectivity in their assessments. During the pandemic, students cheat a lot by searching the answer through google or assignment creation services until then, to avoid turning in any of the lecturer's tasks.

**CONCLUSION**

In Indonesia, internet use has long been excluded from the teaching and learning process. Then, the pandemic accelerated the use of LMS and information systems. There is a gap between young and senior lecturers. Meanwhile, it will be simpler for young professors to use and implement digital learning and to innovate in online learning (PJJ). On the other hand, senior lecturers will become annoyed using tools and programs due to technology's simplicity. However, students who have a lot of homework and study independently under the name of "self-study" may find relief from the task with supplies available online.

The adoption of digital media is undoubtedly a slow process. In addition, the pandemic will shift to become endemic, face-to-face instruction is now known as the new normal, according to this approach. Campus reopens and resumes in-person instruction and learning. Further study is needed to determine the long-term effects of lost knowledge on the campus learning environment (learning loss). Can it be cured with accelerated techniques since the pandemic occurred two years? If PJJ is to be applied once more to campuses in Indonesia, a shared commitment in the future to fostering civility or politeness is required. Then, commitment to learning ethics, digital literacy, and the level of politeness is jointly agreed upon by online learning administrators, lecturers, and students.

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