

Effectiveness Of Online Learning For Economic Education Students Faculty Of Teacher Training And Education University Of Nusa Cendana

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Abstract

The study aims to provide an overview of the effectiveness of online learning for students at the Economics Education Study Program, Faculty of Teacher Training and Education, Nusa Cendana University. An initial understanding of this issue will greatly support Lecturers as educators in educating prospective teachers well online. This is the main attraction for researchers to conduct a more in-depth study of the effectiveness of online learning. The method used in this study is a quantitative research method to determine and describe the effectiveness of e-learning-based online learning. The results of this study can be concluded that there are 64.27% of respondents giving positive answers to the implementation of online learning. This is certainly a matter of reflection for educators, especially educational institutions or institutions, because there are still respondents who provide answers and pessimistic attitudes towards lectures online based on the indicators of this research.

Keywords: effectiveness, online learning

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I. Introduction

The Covid-19 pandemic in Indonesia has made the learning system change drastically from face-to-face learning to online learning at home (Hilmat, et al., 2020). Since there were cases of patients exposed to Covid-19 in Indonesia, the Government through the Ministry of Education and Culture of the Republic of Indonesia, implemented a policy of studying and working from home since mid-March 2020. Many campuses, including Nusa Cendana University, which are not accustomed to conducting lectures online have been forced to change the lecture system. face-to-face or offline lectures become distance or online lectures due to the abundance of positive patients due to Covid-19 that has hit Indonesia amidst the limitations of existing infrastructure. This causes the learning carried out to be less efficient, students find it more difficult to understand the material [3] given by the lecturer, the lack of interaction between lecturers and students makes it difficult for them to understand the material provided, students find it more difficult to ask questions about material they do not understand and lack of student concentration when learning online [19], [18]. In accordance with the curriculum reference, the courses consist of several types, namely theoretical courses, practical courses, theoretical and practical courses, as well as practical field work courses or Field Introduction course [12], [34].

In every learning process, it is necessary to consider effectiveness, meaning the extent to which the learning objectives that have been set are achieved as expected. A learning program is said to be effective if it succeeds in delivering students to achieve predetermined instructional goals, provides an attractive learning experience, actively involves students so as to support the achievement of instructional goals and has the means that support the teaching and learning process[27]. The effectiveness of learning programs is not only viewed in terms of the level of learning achievement, but must also be reviewed in terms of processes and supporting facilities [30]. The effectiveness of methods, models, approaches, and learning strategies is a measure of the success rate of a series of learning processes that have been carried out. Effectiveness can be measured by observing student interest during learning activities[26].

Submission of material through online can be interactive so that students are able to interact with computers, laptops, cellphones as learning media. As one example of students who carry out learning using electronic media or establish relationships (browsing, chat, videocall) through electronic media, in this case computers or PC, laptops, cellphones, by utilizing an adequate internet network will obtain more effective learning outcomes. Effectiveness is one of the elements in learning to achieve the goals or targets that have been determined in each activity or program. Called effective if the goal or target is achieved as determined [17].

Gibson [8], says that effectiveness is an assessment made in relation to the achievements of individuals, groups, and organizations. The closer a person's performance is to the expected standard, the more effective that person is. Furthermore, Ravianto [20] effectiveness is how well the work is done, the extent to which people produce outputs as expected. This means that if a job can be completed with planning, both in time, cost and quality, it can be said to be effective [2].

Steers [1] explains that effectiveness is the reach of a program's efforts as a system with resources and means to achieve goals and objectives without crippling these methods and resources and without putting undue pressure on their implementation. In learning, careful planning is needed, making learning tools, choosing strategies, media, techniques, learning models, to learning evaluations that are all mutually sustainable. The need for the use of effective and innovative learning models so that the learning carried out can be more varied and run smoothly [40]. The use of models, methods, approaches, and learning strategies must also be adapted to the material to be taught so that the suitability between the two and all other components in learning is beneficial. One of indicator of learning effectiveness is the achievement of a learning goal. If the learning objectives are achieved optimally then the learning reaches a good level of effectiveness. In addition, the active involvement of students shows that the learning is very efficient. The learning process is said to be effective if the learning can achieve the expected goals and students can absorb the subject matter and practice it.

Methods, models, approaches and learning strategies are currently shifting in accordance with the change in the educational paradigm. This certainly affects the function of educators in this case teachers and lecturers as facilitators, mediators and motivators in the implementation of learning. Learners (lecturers) have always been considered as the center of learning, but now they have turned into learners (students) as learning itself. One of the causes is the advancement of information technology which requires a paradigm shift in the learning process carried out by all learners.

Advances in information technology can now be seen in the implementation of online learning using an e-learning system. In relation to the effectiveness of this learning implementation, e-learning must be able to provide personal experiences and benefits that are similar to the level of pleasure and management of learning performance when a face-to-face traditional classroom is used [13].

Brown and Feasey [10] says that *e-learning* is a learning activity that utilizes networks (Intenet, LAN, WAN) as a method of delivery, interaction and facilities and is supported by various forms of learning services. By using e-learning, learners and learners need internet facilities in order to maintain connectivity in interacting. The ability and quality of this interaction determine the continuity of the process of implementing distance education. Web-based distance education (e-learning) is also a community in which there is interaction between learners and learners, as well as between learners themselves. The difficulty experienced in this learning is that it is not easy to transfer the habits carried out by students in front of the class into virtual interactions that involve various components in it. This e-learning system makes the mentality of learners and learners have to change, differences in the characteristics of learners in learning do not appear in this method. This method must also be able to provide learning information to students. The information must be easily accessible and always up to date. Information that is often needed is in the form of syllabus, RPS (Lecture Implementation Plan), Lecture schedule, learning url, announcements, chat, lecture materials, attendance attendance, and everything needed in online learning. Important elements in the implementation of e-learning-based learning include, among others, an activity center where students or learners can increase their abilities, read material, seek information; interaction in groups and can interact with each other to discuss the material provided and students can be present in this group to provide a little review of the material provided.

Chitkushev, Vodenska, & Zlateva [9], argue that the tools prepared should include the ability to live classrooms, webinars, videoconferencing for discussion sessions. All facilities that support online media content (media-rich online content), including videos, discussion boards, animations, quizzes, virtual laboratories and proctored online exams must also be available [29]. Furthermore, Learning Management System (LMS) is a software application for administration, documentation, tracking, reporting and delivery of electronic education technology (e-learning) for training programs or lectures. Baggs & Wu [6], argue that LMS is primarily in the form of a website that has broad functions and is easy to use for educational purposes and exchanging ideas, in which there are facilities for sending emails to each other, discussion forums, live chats, and also providing virtual working hours.

On the one hand, almost all schools in Indonesia, especially in urban areas, have adequate internet facilities so that they can access information sources evenly. Many students and college students have also used smartphones in their daily activities. Observations on students at the tertiary level, especially in the Economic Education Study Program, Faculty of Teacher Training and Education, Nusa Cendana University, show that these smartphones tend to only be used for non-academic activities before these online learning activities are implemented.

Maudiarti [21], argues that in the application of *e-learning*, educators and students have their respective roles. Educators (teachers/lecturers/instructors or widyaiswara) have roles as facilitators, mediators and mentors

in learning activities, while students in this case students and students as knowledge constructors, independent learners, and problem solvers.

II. Research Methods

This research was conducted using a descriptive analytic approach because the results of the study used a percentage of the answers given by respondents in this case students were taken as research samples, then a simple analysis of the data was carried out by searching for frequency values. Data retrieval using questionnaires or questionnaires, by distributing google forms involving students in the Economic Education Study Program, Faculty of Teacher Training and Education, Nusa Cendana University by referring to Darmawan's opinion descriptive research can be used to find out about social phenomena that occur by describing and interpret the object as it is[11]. The samples taken were 50 students of the Economic Education Study Program from semester II – VI. Sampling was carried out purposively by considering the representation of each semester specifically for students who were active in the lecture process.

III. Results And Discussion

This research has been carried out in the Department / Study Program of Economic Education, FKIP Undana. The subjects of this study were students of Economics education who were randomly selected from semester II – semester VI, totaling 50 people. The data obtained during this study consisted of questionnaire scores. To determine the percentage of respondents' answers, the data obtained were tabulated and then analyzed. The aspect studied in this research is the effectiveness of the implementation of online lectures. From this data, it is divided into 7 indicators that are more specific about the effectiveness of online learning. The results of the analysis can be seen in the following table.

Table 1. Summary of Respondents' Answers (Percentage)

No	Indicator	Option	(%)Respondent Answer
1	General Perception	Like	56,67
		Dislike	43,33
2	Substance of Online Learning Materials	Support Graduate Profile	56,67
		Does Not Support Graduate Profile	43,33
3	Online Learning Preparation	Good	67
		Not Good	33
4	Online Learning Process	Good	55
		Not Good	45
5	An environment that supports online learning	Support	56,67
		Does not support	43,33
6	Online Learning Evaluation	Good	66,67
		Not Good	33,33
7	Lecturer Professionalism	Very Good	91,25
		Not good	8,75

Based on table 1, it can be described as follows.

1. General Perception

The current educational context is starting to focus on innovation and the maximum use of information, internet, and technology [32]. Learning is considered to be more successful if the object being studied is a real object in the surrounding environment [4], so the importance of learning through visualization of objects in the surrounding environment must be realized in order to easily clarify understanding, increase interest, and real involvement of participants as a student [37], [38].

The results of this study indicate that in general the respondents' perceptions regarding online learning are 56.67% like the implementation of online learning and 43.33% do not like to carry out online learning. This is because it is difficult or difficult for respondents to access online learning and it is difficult to understand online learning materials carried out by lecturers.

Basically, the online learning method does not require students to be present in class [25]. Students easily access learning through internet media from anywhere with adequate internet network conditions. According to Lashley [24] the use of technology available around us, if balanced with discussions and guidance, will become a tool for developing higher-order thinking skills. The development of this technology makes it easier to use the internet to access learning materials, interact with content, instructors, and other students; and to get support during the learning process, to acquire knowledge, to build personal meaning, and to grow from the learning experience [28]. Generally, every teaching staff, in this case lecturers at a higher education institution, can have their own considerations in choosing which learning model is considered appropriate to carry out online learning.

2. Substance of Online Learning Materials

Online learning materials are related to the contextual nature of the material, up-to-date information and the latest references as well as supporting graduate profiles and graduate learning outcomes reaching 56.67% while 43.33% stated that the material is textual, uses old references and does not support graduate learning outcomes. A lecturer or educator designs learning with the substance of online learning material in accordance with scientific theory combined with empirical and factual substance, so that the desired model or form of learning will occur. In online learning there will be textual learning and there will be contextual learning. It would be better if the lecturer or educator was able to mix, combine, formulate, and integrate the two learnings, namely textual learning and contextual learning. Of course, this will happen if the current references are adequate in accordance with the conditions during the pandemic period so that they can support the profile of graduates and the learning outcomes of graduates.

3. Preparation for Online Learning

The results of this study indicate that 67% of respondents said that the preparation of online learning related to availability, explanation, form of learning, suitability, and platform in the Semester Lecture Plan that will be used in online learning is good. However, there were 33% of respondents who answered that the preparation for online learning was not good. Effectiveness is effective effectiveness, there is conformity in an activity where people carry out tasks with set targets. In general, it can be said that the effectiveness of learning shows how far a predetermined goal is achieved. Miarso & Yusufhadi [22] argue that the effectiveness of learning is a standard of educational quality and is often measured by the achievement of goals or accuracy in managing a situation. Thus, the effectiveness of learning can be interpreted as a condition that indicates the achievement of a learning plan that has been carried out. A learning is said to be effective if it has achieved the learning indicators well, there are five indicators that become a reference in implementing effective learning, namely, the management of learning implementation, the communicative process, student responses, learning activities, and learning outcomes [39].

4. Online Learning Process

When online learning is carried out, lecturers or educators should be able to use learning methods that support interaction during the lecture process. The methods applied are expected to be able to achieve maximum results in lectures. The learning method chosen is able to stimulate students' curiosity about the material presented and generate motivation from within the student to study harder. Given that the online learning method used is sufficient to determine the success of distance learning, it is very important for lecturers or educators to present the material well and use varied learning methods so that students can take part in virtual learning easily and comfortably. The results of this study indicate that 55% of respondents admit that the implementation of online learning is good, but needs to be improved. This is closely related to the attractiveness, variety, and structure of the presentation of material during the online learning process so that it is able to attract the attention and interest of students in learning.

5. An environment that supports online learning

The learning environment is an important indicator for the successful implementation of online learning. The online learning environment does reduce the influence of teachers in regulating the learning environment as a result students must be more creative in creating their own learning environment. The goal is for students to have a fun and not boring learning atmosphere. The results of this study indicate that 56.67% of respondents said that a supportive environment in online learning which includes access, availability of materials, and opportunities for discussion during lectures is very good for student success in participating in online learning. This is in line with the results of research conducted by Baeten, *et al.*, [5] which shows that different learning environment indicators can affect student learning outcomes. In fact, the learning environment can affect students' learning motivation.

6. Online Learning Assessment

The assessment process in learning becomes an important part in determining the overall quality of education. This indicates that educators have a role in improving the quality of education. This role is not only in planning or designing and implementing learning but also in conducting assessments to evaluate the process and learning outcomes of students. Assessment is an important component in learning [35], because it has a strong influence in improving the learning process [31], [7] even the use of correct assessment procedures can provide direct contribution to the improvement of student learning [23]. Therefore, lecturers or educators must be able to develop good online learning assessment tools that accurately reflect graduate learning achievements and graduate profiles.

The online learning assessment process in this study is related to objectivity, feedback, and remedial actions taken by lecturers or educators. The results of this study indicate that 66.67% of respondents stated that the assessment given by lecturers to students was good. However, there are still 33.33% of respondents who are still not satisfied with the assessment given by the lecturer.

7. Lecturer Professionalism

The professionalism of the lecturers in this study is related to mastering the material being taught, using learning methods that encourage students to learn actively (independently), communicating and treating students well, showing authority, discipline, responsibility, and high commitment. The results of this study indicate that 91.25% of respondents said that lecturers have very good professionalism.

Schwen & Hara; Departemen Pendidikan; Fidaldo & Thormann [36], [12],[14] concluded that online learning has become popular because of its perceived potential to provide more flexible access and content, so it has several advantages such as: a). increase the availability of flexible learning experiences according to their learning styles; b). efficiency in compiling and disseminating instructional content; c). provide and support complex learning facilities; d). support "participatory" learning; e). provide individualized and differentiated instructions through various feedback mechanisms; f). It is possible to learn the same content at different speeds or to achieve different learning goals[32]. In the online learning system, student motivation is very influential on the student's activity in lectures.

If the seven indicators can be implemented properly then the results of the learning will be effective. Hamalik states that effective learning is learning that provides students with the opportunity to learn on their own or carry out the widest possible activities for students to learn[16]. The provision of self-study opportunities and the widest possible activity is expected to assist students in understanding the concepts being studied. By looking at the phenomena that occur, online learning can meet the criteria or indicators of effective learning.

IV. Conclusion

The results of this study can be concluded that there are 64.27% of respondents giving positive answers to the implementation of online learning. This is certainly a reflection material for educators, especially educational institutions or institutions, because there are still respondents who provide answers and pessimistic attitudes towards online lectures based on the indicators studied in this study.

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