



Learning Effectiveness of Semi Practice Courses in Online Learning

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Abstract: The COVID-19 pandemic has resulted in the cessation of face-to-face learning activities in universities and schools, especially in Indonesia. Instead, learning activities are carried out in an online learning environment. The implementation of online learning requires readiness from several parties, starting from the provision of infrastructure to the readiness of students. Cost issues and the readiness of educators and students to use technology are still the reasons why online learning can be carried out after the COVID-19 pandemic. Thus, optimizing the quality of education through online learning is needed in an effort to integrate technology in education. This study aims to determine the effectiveness of online learning in learning media courses in the midst of a pandemic. It also includes planning, implementation, evaluation, and obstacles and how to overcome them. This research was conducted using a qualitative descriptive method. This research describes the problems and solutions that occur in online learning so that the effectiveness of its implementation can be known and recommendations for the feasibility of online learning in the future can be determined. Data collection techniques were conducted by documentary study, observation, and interview. The results showed that the learning of semi-practicum courses runs effectively. Various problems that become issues of weakness in online learning are resolved by government policies, facilities and services that are able to support the achievement of learning objectives even in semi-practical courses.

Keywords: Online learning; semi practice courses; COVID-19 pandemic.

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INTRODUCTION

The COVID-19 pandemic affects the teaching-learning process. During the pandemic, online learning or distance learning aimed at minimizing the spread of COVID-19. The emergence of Covid-19, the Educational Order is improving the teaching and learning process. Based on Letter no. 4 of 2020 the Ministry of Education and Culture recommends that activities in educational institutions be carried out online and learning is carried out from home. Educational institutions are emphasized to create innovation in designing the learning process. However, not all educational institutions seem to understand very well about the latest innovations used for learning during the pandemic. Most are still constrained by the means to support learning (Dean et al., 2022; Kamalia & Andriansyah, 2021; Lytras et al., 2022; Ndibalema, 2022; Stecuła & Wolniak, 2022).

The Blended, On-Line Digital (BOLD) Learning during the pandemic has its own problems, but distance learning is one of the efforts to reduce the spread of COVID-19. Learning certainly has advantages and disadvantages. Lecturers, students, and related

parties must be wise to achieve learning objectives properly. The drawbacks of online learning are the lack of social communication among students and between students and lecturers (Azmat & Ahmad, 2022; Snodgrass et al., 2022; Wu & Nian, 2021). As a result, students can produce individual learning but not group learning, which is expected to emerge as a form of knowledge transfer between peers. Online learning is also considered ineffective for courses that are mostly practice-based (Anggrawan & Jihadil, 2018; Bączek et al., 2021; Chang, Hsu, et al., 2021; Gürsul & Keser, 2009; Rahman, 2020). However, in another study, it was found that the use of appropriate methods through experimental classroom learning resulted in higher learning outcomes than face-to-face learning (Gürsul & Keser, 2009). Online learning using efficient technology can overcome problems in online learning and produce a better result (Hazzam & Wilkins, 2023; Selvaraj et al., 2021). Furthermore, government policies in a country also help reduce the weaknesses of online learning, such as in Indonesia related to internet quota subsidies (Sarosa, 2021).

In the educational context, higher education institutions also get the impact of this policy by minimizing the face-to-face learning process. Thus, the existence of blended, on-line digital (BOLD) learning is able to make students able to learn as usual and have more efficient and flexible time. BOLD learning is not fully accepted by some students based on the assumption that learning is more daring and the role of lecturers in face-to-face activities is indispensable.

Online learning is a learning method that utilizes information and communication technology (ICT) to aid the learning process and overcome issues of distance and time. Essentially, online learning consists of two types, asynchronous and synchronous. Asynchronous online learning involves self-directed learning by students without direct interaction with teachers and other students. On the other hand, synchronous online learning involves direct interaction with teachers and other students through a virtual platform. With the development of technology and the COVID-19 pandemic, online learning is increasingly being used in various countries worldwide. Many studies have shown that online learning can provide advantages in terms of flexibility of time and space, speed of material delivery, and cost savings (Arkorful & Abaidoo, 2015; Dhawan, 2020). However, online learning also has its disadvantages, such as a lack of social interaction, motivation, and technical difficulties that often occur (Arkorful & Abaidoo, 2015).

In a study, the author mentioned that online learning can provide a unique and interesting learning experience, as long as the instruction and platform used are designed well and appropriate for the learning objectives. The author showed that effective online learning design should consider several factors, such as learning objectives, student characteristics, type and model of learning, and technology features used (Akçayır & Akçayır, 2017). Another study found that the use of online learning is not limited to higher education only but can also be implemented at the elementary and secondary education levels. The authors showed that online learning can increase student engagement in the learning process and help students achieve learning goals more effectively (Dabbagh & Kitsantas, 2012).

However, in the use of online learning, there are several challenges experienced by students and teachers. Technical difficulties such as unstable internet connection, problems with virtual platforms, and device compatibility issues often hinder the online learning process. In addition, a lack of direct interaction between students and teachers

can also decrease student motivation in learning. In a study conducted by (Hung et al., 2010), they found that the use of online learning can increase student engagement in the learning process. However, they also found that social interaction between students and teachers is essential in enhancing student motivation in online learning. Therefore, teachers need to consider these factors in designing effective online learning.

Online learning has become increasingly popular in recent years due to its flexibility and convenience. With the advent of COVID-19 pandemic, online learning has become more prevalent as schools and universities were forced to switch to remote instruction to maintain social distancing and curb the spread of the virus. However, while online learning has many benefits, it is not always effective for all students, and there are some concerns about its effectiveness in certain situations.

One of the main issues with online learning is that it may not provide the same level of engagement and interaction as traditional face-to-face learning. Students may feel isolated and disconnected from their peers and instructors, which can lead to a lack of motivation and engagement with the course material. Research has shown that social presence, or the feeling of being connected to others in an online learning environment, is critical for students' engagement and success in online courses (Li, 2022). If students do not feel connected to their peers or instructors, they may be less likely to participate in discussions, seek help when needed, or complete assignments on time.

Another concern with online learning is that it may not be suitable for all types of learners. Some students may struggle with self-directed learning, which is a key component of many online courses. These students may need more structure and guidance than online courses can provide, which can lead to frustration and poor performance. Additionally, some students may prefer hands-on learning experiences, which may be difficult to replicate in an online environment. Research has shown that different learning styles and preferences can impact students' engagement and performance in online courses (El-Sabagh, 2021). Therefore, instructors may need to consider different instructional strategies and approaches to accommodate the diverse learning needs of their students.

Another potential issue with online learning is the quality of the course materials and instruction. Online courses may be developed and delivered by instructors who are not experienced in online teaching, which can lead to poor-quality materials and instruction. In addition, some online courses may lack the interactive and engaging features that are often present in traditional courses, such as group projects, hands-on activities, and real-time feedback. Research has shown that the quality of online courses can vary widely, and that low-quality courses can have a negative impact on students' learning and motivation (Bawa, 2016).

Another factor that can impact the effectiveness of online learning is the level of support and resources available to students. Students may need access to technology, software, and other resources to participate in online courses, and they may require support from instructors and staff to navigate the online learning environment. In addition, students may need additional support to manage their time and stay motivated in an online environment. Research has shown that students who receive adequate support and resources are more likely to succeed in online courses (Xu & Jaggars, 2014).

In conclusion, while online learning has many benefits, it is not always effective for all students and situations. There are several concerns about the effectiveness of online learning, including a lack of engagement and interaction, suitability for different

types of learners, quality of instruction and materials, and availability of support and resources. Therefore, instructors and institutions need to carefully consider these factors when designing and delivering online courses to ensure that they are effective and meet the diverse learning needs of their students.

Innovation in education needs to be done to optimize learning activities. Innovation in line with the use of technology can support human activities in various fields (Bachmann & Frutos-Bencze, 2022; Chang, Hong, et al., 2021; Hosseini et al., 2021; Stecula & Wolniak, 2022). This can be a support and the right media to use when conditions do not allow for face-to-face learning. Innovation is not only limited to learning media but also learning methods. It is hoped that learning activities with theoretical material, semi-practice and full practice can be carried out in accordance with learning objectives.

Learning Media is a course that discusses knowledge about media with demands for media products that must be produced by students in learning. Media is expected to help lecturers in channeling messages so as to create an interesting and interactive learning atmosphere. The previous lecture implementation plan has been carried out through lecture methods, observation, discussion, problem study, presentation, practice, and reflection carried out with an online learning process. This course is a course taught during the COVID-19 pandemic, so in the learning process an online distance learning system is used. Research studies have investigated the effectiveness of online learning as a means of delivering education. Online learning, also known as e-learning, is defined as “instruction delivered on a computer via the Internet” (Annison, 2011). With the rise of technology and the COVID-19 pandemic, online learning has become increasingly prevalent in many countries around the world.

A number of studies have found that online learning can be as effective as traditional classroom instruction, particularly when it comes to student achievement (Means et al., 2013). For example, a meta-analysis conducted by the U.S. Department of Education found that online learning, on average, resulted in higher student achievement than face-to-face instruction (Planty et al., 2009). However, other studies have raised concerns about the effectiveness of online learning. One study found that students in online courses were more likely to drop out than students in face-to-face courses (Xu & Jaggars, 2014). Another study found that students in online courses performed worse on exams and assignments than students in face-to-face courses (Hobson & Puruhito, 2018).

One factor that may contribute to the lower effectiveness of online learning is the lack of interaction between students and instructors. According to the Community of Inquiry framework, which is a widely used model for understanding online learning, there are three key elements of a successful online learning experience: social presence, cognitive presence, and teaching presence (Fan, 2022). Social presence refers to the degree to which learners feel a sense of connection and community with other learners and the instructor. Cognitive presence refers to the degree to which learners are able to construct new meaning through critical thinking and reflection. Teaching presence refers to the degree to which instructors are able to facilitate and support learning. Research has found that the absence of social presence can lead to lower levels of engagement and motivation among online learners (Chen, 2022).

Another factor that may contribute to the lower effectiveness of online learning is the lack of structure and accountability. Students in online courses may struggle with time management and staying on track, particularly if they are not accustomed to self-

directed learning (Mills & Lecompte, 2016). Without the structure of a traditional classroom, students may find it difficult to prioritize their coursework and stay motivated to complete assignments.

On the basis of previous research controversy between the advantages and disadvantages of implementing online learning, the effectiveness of learning in learning media courses during the covid 19 pandemic will be investigated. This research was conducted by paying attention to the uniqueness of the Learning Media course in which student skills are needed in understanding, creativity, and developing learning media. Utilizing existing technology so that it becomes an effective and attractive media can create social communication between students (Al-Nasa'h et al., 2021; Degner et al., 2022; Ogolodom et al., 2023) and can create learning outcomes as expected.

METHODS

This study uses descriptive qualitative research methods and case studies as a type of research. Qualitative research is research that is used to determine the events experienced by research subjects (Hughes & Brooks, 2020; Mehta, 2020). Descriptive research is research that aims to illustrate an event that is currently happening and has already happened. This research design is an investigation or case study because it prioritizes surveys and historical processes as a means of explaining causes and causality. The subjects of this study were students majoring in economics education taking instructional media courses. The population in this study were all universities in Surabaya city that have economic education study programs, namely Surabaya State University and IKIP Widya Darma Surabaya. The sample was taken in full, meaning the entire population was included in the sample. The sample selected was all lecturers who taught and students who took one of the semi-practicum courses, namely learning media, with a total sample of 58 respondents. There are 32 from Unesa and 26 from IKIP Widya Darma.

The data source uses primary data sources obtained through observations and interviews with students and lecturers from universities that have Economic Education study programs related to the application of online learning in semi-practicum courses. Secondary data in this study are literature, articles, journals and academic data related to the research conducted. This research uses a mixed-methods questionnaire as its instrument. The researcher prepared questions that must be answered by the respondents and some additional questions that develop according to the research needs.

RESULT AND DISCUSSION

The effectiveness of learning in learning media courses conducted online during the COVID-19 pandemic was carried out by providing 119 relevant question items to be filled out by respondents, namely students who were programming learning media courses to fill out the questionnaires that had been prepared. Learning must continue even though the Covid-19 pandemic has not ended, one way so that learning can run is by conducting online teaching and learning or called e-learning. This learning is carried out using digital technology. Online learning can be done from their respective places/homes so that they do not require face-to-face meetings in order to be able to take part in learning in class. In online learning activities, you can take advantage of several

applications that support online learning, namely with video teleconferences, for example zoom, google meet, etc. Videoconferencing applications are effectively used in learning and are able to create student interactions both written and oral, but it is important to note the important things in their use, namely the internet and networks (Cuaca Dharma et al., 2017). Even videoconferencing applications can also help practice activities in the medical world by providing a direct description of medical activities, text, sound, images and other conditions as well as activities carried out during face-to-face meetings (Mahr et al., 2021). However, the use of these applications must be accompanied by other learning strategies in an effort to reduce the lack of antisocial impacts that may occur in the future (Vandenberg & Magnuson, 2021).

The practice of using videoconferencing applications in Indonesia has encountered several problems. Several problems are also found in online learning activities, starting from the number of students who complain about online learning, one of which is the problem of cost. Although learning can be done from home, each tuition fee must still be paid in full, besides that, students also have to buy a quota to be able to take part in online learning (Dewantara & Nurgiansah, 2020). Therefore, research related to the effectiveness of online learning needs to be carried out in order to find out the existing problems and then find solutions to these problems so that learning can be carried out properly.

The problem of internet costs and economic problems in Indonesia can be overcome through internet assistance and the Government's Single Tuition Assistance policy through the Ministry of Education and Culture. During 2020 to 2021, the government has distributed assistance of 13.2 trillion rupiah in the form of internet quota assistance, student UKT assistance and assistance for other educators (Kemdikbudristek, 2021). Based on the results of the study, it was found that 100% of students and educators received the assistance provided by the government and felt the positive impact of the policies that had been carried out by the government through the Ministry of Education and Culture. This policy strongly supports the effectiveness of the implementation of online learning and is able to overcome the problem of cost that becomes a barrier to learning by using paid network technology. The Ministry of Education and Culture of the Republic of Indonesia's free internet quota assistance program provides public benefits and deserves to be continued. This policy has been targeted, evenly and effectively reduces the negative impact of cost problems on the implementation of online learning (Bramastia, 2021).

Online learning to run effectively needs to be accompanied by innovative learning strategies to support these teaching and learning activities. KEMDIKBUDRISTEK has recommended that learning be directed to flipped classrooms during the pandemic and post-Covid-19 pandemic. This method can reduce the negative impact of using distance applications (antisocial) and maximize digital learning resources. Flipped Learning has been widely used in various foreign countries during the Covid 19 pandemic (Dirgeyasa, 2020; Joy et al., 2023; Sezer & Esenay, 2022; Staddon, 2022; Walker, 2022) and is now starting to be applied in Indonesia for optimizing online learning. Flipped classroom is a reverse learning system by giving students the opportunity to learn independently through various sources and then discuss together in class. Students will be able to construct learning by themselves, then educators can correct and reflect on learning in class both online and face-to-face. This system will be able to improve

humanistic behaviour and improve student learning outcomes (Nja et al., 2022; Phillips & Wiesbauer, 2022; Ruiz-Jiménez et al., 2022; Senali et al., 2022)

The implementation of learning media courses in which students are required to produce products in the form of learning media has used the flipped classroom approach. In its application, students can study independently outside the classroom by digging up information about learning media materials through YouTube videos, articles or other digital and non-digital sources before online classroom learning activities are carried out. Student achievement is influenced by anxiety faced by students during teaching and learning activities (Memmedova, 2015). Based on the results of student responses, it was found that this method is considered more effective and able to create student readiness in learning in class, transfer knowledge from peers and familiarize students with finding material in the real world. Therefore, learning that brings students closer to the real world and is problem-based can improve student learning outcomes (Gürsul & Keser, 2009). The results of this study are known to be in line with several studies with similar topics of discussion. Student learning outcomes increased by 72.6% (Maulidiyah et al., 2021). Other research shows that implementing the Edmodo learning application has a positive effect on physics learning outcomes, seen from the N-gain value obtained, which is 0.25 which means it is effective (Sefriani et al., 2021).

Based on the results of the 19 question items that have been filled in by students, it can be concluded that online learning in the learning media course has been effectively carried out. Starting from the preparation/planning stage, the delivery of material in online learning, interactions between lecturers and students, and clarity of assessment by lecturers for students in online learning is carried out in accordance with the learning contract at the beginning of the semester. So that if this pandemic is not over, online learning can continue to be carried out while maintaining the good quality of the lecturers and academic services provided by the university so that students can make the best use of these services in the online learning that is carried out.

Online learning can be carried out effectively if the implementation has been well prepared, starting from the readiness of facilities such as smartphones, laptops and internet networks that support online learning, so that it can run according to the objectives, and the most important thing is the readiness of educators and learners in carrying out online learning to achieve the goals already determined. The use of appropriate learning methods and the support of government assistance also help the effectiveness of online learning. This is in line with previous researchers who stated the importance of facilities, learning models, teacher leadership, and parental guidance in maximizing online learning (Aziz et al., 2022; Kang et al., 2023; Wang et al., 2023)

CONCLUSION

This study aims to determine the effectiveness of learning semi-practical courses online. Based on the results of research on learning media courses run effectively which is carried out online. Starting from the preparation/planning stage, the presentation of material in online learning, interactions between lecturers and students, and the clarity of assessments made for students in online learning are carried out in accordance with the learning contract at the beginning of the semester. Appropriate teaching methods and government assistance support help make online learning effective. If the pandemic has not ended or post-pandemic learning is directed at online learning, it can continue to be done while maintaining the good quality of the lecturers and academic services

provided by the university so that students can make the best use of these services in online learning.

This research is an exploratory study which is an initial study to examine online learning activities carried out due to the COVID-19 pandemic. So suggestions for further research can add some learning methods, add some other variables that are more measurable, and can also add data that can be processed into quantitative data so that it can present better results. Online learning can be done in post-pandemic learning through Blended learning, the world of education will be able to take advantage of technological advances and overcome other problems in learning related to distance and time.

The recommendation for lecturers are, in semi-practical course learning situations that are urgent and cannot be done offline, lecturers can conduct hybrid learning. The implementation of learning needs to be supported by innovation in learning models and appropriate learning strategies. The use of innovative learning models can optimize the use of technology in learning even after the pandemic ends. Modern learning is expected to enable students to learn anytime, anywhere without barriers, and the concept of student-centered learning is still a priority, with lecturers as facilitators who can create critical, active, and creative thinking students.

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