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The Bali Tourism Polytechnic Students' Perceptions of Online Learning Process

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Abstract

The teaching and learning process in Indonesia from the lowest to the highest level have been affected by the pandemic of Covid – 19 since this outbreak started. The government declared that it is prohibited to do classroom learning process. Therefore, online learning becomes an alternative to conduct the learning process during the Covid-19 Pandemic situation. The result of the study showed that the online learning brings more disadvantages and burden to the students. The data were collected using stratified sampling technique from 344 respondents by administering questionnaires via google form. This research is descriptive quantitative research that used scale to quantify the students' perception regarding to the online learning process. It was found that The Bali Tourism Polytechnic (Politeknik Pariwisata Bali) students have difficulties to communicate with their classmates and lecturers during the online learning, the instructions given in online learning was unclear, learning face-to-face in the classroom is more interesting, assignments in the form of projects is more preferable and according to their opinion that the online learning is not recommended to be conducted. On the other hands, there is an advantage of conducting online learning that it offers flexibility of learning by using Google Classroom platform.

Keywords: perception, e-learning, learning, vocational students

1. Background and Goals

The Covid-19 pandemic has brought changes in various sectors. Education is one of the sectors that strongly impacted by this pandemic. The teaching and learning process was prohibited to be conducted directly in the classroom. Lecturers and students are obliged to utilize online learning during this pandemic. Study From Home (SFH) must be implemented by students and lecturers in order to avoid the coronavirus outbreak. The government issued regulations that online learning is the most appropriate teaching method to be applied during the Covid-19 Pandemic. In preventing the transmission of corona virus, direct contact among students and lecturers are avoided.

Bali Tourism Polytechnic (PPB) is one of the state vocational higher education institutions under the Ministry of Tourism and Creative Economy. Bali Tourism Polytechnic (PPB) already provided facilities and infrastructure to support online learning process. Bali Tourism Polytechnic (PPB) has

implemented a Study from Home (SFH) for all its academicians since March 16, 2020 as directed by the Ministry of Tourism and Creative Economy. SFH brought changes for both the students and the lecturers. Teaching and learning process which previously conducted in the classroom then currently replace by teaching in virtual classroom using various online platform. Besides the method of teaching, the assessment also has to be changed. Assessment in the form of group work, participation in the classroom are no longer applicable. The assignment assessment these days are fully conducted at home. Students also experienced changes for instance; do activity and interact to their classmates and lecturers merely happened virtually. Other important activities that thoroughly important for them such as do food preparation and cooking in Food and Beverage Production, serving and mixing of drinks at the Food and Beverages Service, cleaning rooms in House Keeping department, reservations and receptions in Front Office department, became impracticable as it cannot be done in real situation during the online learning.

The platforms that are used to utilize online learning are varied. Some lecturers remained use WhatsApp and email because they are not get used into a platform such as Google Classroom, Zoom, or Google Meet yet in conducting the teaching and learning process. Students and lecturers are urged to acknowledge the importance of information technology used in the current era of the industrial revolution 4.0. Students and lecturers should be enabled to operate and access the online platform particularly the ones that supporting the teaching learning process. Besides the software or platform, the hardware also necessarily required for supporting online learning. One of the hardware supports is Wi-Fi. Wi-Fi network is already available at the campus once the teaching and learning process taking place in campus. However, if the teaching and learning process is conducted from home, the problems begin to emerge from a network stability and the ability to bought the internet balance regularly, in which became one difficulty faced by both the students and lecturers. In addition, the current online platform cannot accommodate the skills training practice that is significantly important for students who are studying tourism sector. It became a foremost problem especially for vocational college as Bali Tourism Polytechnic (PPB). A strategy should be implemented to bridge over the gap between it.

Selim (2014) states that online methods provide faster learning at lower costs, increased access to learning materials, and accountability for all participants in the learning process. Learning theory suggests that learning improves (1) when students are actively engaged in learning, (2) when tasks reflect real-life contexts and experiences, and (3) when critical thinking or deep learning is enhanced through applied and reflective activities (Smart & Cappel, 2006). Popovici & Mironov (2015) stated that students' perceptions of e-learning in higher education can be influenced by several variables. Keller and Cernerud (2002) have identified variables such as age, gender, previous computer experience, technology acceptance, and individual learning styles as major predictive factors.

Based on a preliminary survey conducted on students of Bali Tourism Polytechnic (PPB) Diploma 4 in the third year of Hospitality Administration (ADH) and Bachelor (S1) Business Hospital (BHP)

students, the result showed as follows; students considered that online learning methods brought no advantages for them and tend to be a burden. Students felt that problems emerged by applying online learning, such as bandwidth issues, cost of quota purchase, technological difficulties, lack of interaction with friends and lecturers and unable to enhance their vocational skill.

College students are included in generation Z, which can apply all activities at one time (multitasking) related to cyberspace. Since childhood, this generation has exposed to technology and familiar with sophisticated gadgets (Putra, 2017). Students should be able to get more benefit from this online learning method. Based on the various phenomenon that had occurred, the problem concerning with the students' perceptions of this online-learning implementation required further investigation.

2. Methods

Research by Keller & Cenerud (2002) has shown that the strategy of implementing an online learning system in higher education institutions has the potential to influence students' perceptions. The more students perceived the value of lecturing, the more motivated they will gain to learn. Perception will affect a person's willingness to use technology-related products.

The perception measurement in this study adopted from the study of Borststoff et al. (2007) and Popovici & Mironov (2014). Borststoff et al. (2007) measured students' perceptions of online learning based on 6 (six) variables. These variables are; student interaction with lecturers (indicated by two criteria or statements), communication with classmates and teachers during online learning (indicated by two criteria or statements), attitudes towards material difficulties and expectations in learning (indicated by three criteria or statements), clarity of instruction in online learning (indicated by one criteria or statement), students' perceptions of online learning in the future (indicated by two criteria or statements), and advantages of online learning (indicated by two criteria or statements).

The study was conducted in the odd semester in the year academic 2019/2020, with 2.479 students as the population. The Google Form was sent to each Program Study Coordinator, which then distributed the questionnaire link to each class in semester 1, 3, 5, and 7. By using Slovin formula the sample are as follow:

$$n = N / (1 + (N \times e^2))$$

$$n = 2.479 / (1 + (2.479 \times 0,05^2))$$

$$n = 2.479 / (1 + (2.479 \times 0,0025))$$

$$n = 2.479 / (1 + 6,1975)$$

$$n = 2.479 / 7,1975$$

$$n = 344,42 \text{ (rounded to 344)}$$

Validity and reliability tests were applied to measure the accuracy and consistency of the statements. The statements in the questionnaire were valid if the $r_{\text{count}} \geq r_{\text{table}}$ (0.30) with a significance value less than 0.05 (Ghozali, 2013: 52). All the statements in this study were valid because it has a coefficient value greater than 0.30 and a sig. value < 0.05 . The reliability test of the instrument was greater than 0.60 (Ghozali, 2013: 47). It indicated that the questionnaire used in this study has internal consistency. The Google Form was used to collect the data by distributing the link to the form to 344 respondents.

Table 1. Validity Test

Item	r_{count}	Sig.	Remark
1	0,187	0,000	Valid
2	0,204	0,000	Valid
3	0,196	0,000	Valid
4	0,527	0,000	Valid
5	0,575	0,000	Valid
6	0,405	0,000	Valid
7	0,610	0,000	Valid
8	0,534	0,000	Valid
9	0,645	0,000	Valid
10	0,664	0,000	Valid
11	0,630	0,000	Valid
12	0,518	0,000	Valid

Table 2. Reliability test

N	<i>Cronbach's Alpha</i>	Criteria
12 item	0,713	Reliable

Descriptive statistical analysis was used to describe the research variables by calculating the mean score of each statement. The assessment are divided into four categories namely strongly disagree, disagree, agree, and strongly agree. The assessment criteria are arranged based on the length of the class interval calculated by the formula as follow.

$$C = \frac{R}{K} = \frac{3}{4} = 0,75$$

Note:

R: Range

K: Classification

C: Class Interval

Interval 1,00 – 1,75 = strongly disagree (SD)

Interval 1,76 – 2,51 = disagree (D)

Interval 2,52 – 3,27 = agree (A)

Interval 3,28 – 4,00 = strongly agree (SA)

3. Results and Discussion

The number of respondents used in this study was 344 respondents consisted of 146 males and 198 females. The respondents are dominated by female students for about 58% and the rest are male students (for about 42%).

Table 2. Respondent Characteristic

Characteristic	Classification	N	%
Gender	Male	146	42%
	Female	198	58%
Total		344	100%

The result of the Bali Tourism Polytechnic (PPB) students' perception of online learning are presented in Table 3.

Table 3. Perception of online learning

No	Statement	SD	D	A	SA	N	Total Score	Mean
A. Student Interaction with lecturers:								
1	It is important to interact with lecturers.	2	0	207	1.092	344	1.301	3,78
2	Interacting with classmates is important.	1	10	93	1.228	344	1.332	3,87
							Mean	3,83
B. Communication with classmates and teachers during online learning:								
3	I have no difficulty communicating with the lecturer during online learning.	1	48	207	1.000	344	1.256	3,65
4	I have no difficulty communicating with classmates during online learning.	38	326	351	104	344	819	2,38
							Mean	3,02
C. Attitudes towards material difficulties and expectations in learning:								
5	For me, it is the same understanding of the material in online learning and classroom learning.	96	396	138	16	344	646	1,88
6	I prefer to get assignments in the form of projects because I become motivated to learn new things.	15	196	639	72	344	922	2,68
7	I find both online learning and in class, learning to be equally interesting.	76	402	174	36	344	688	2,00
							Mean	2,19
D. Clarity of instruction in online learning:								
8	The instructions given in distance learning are clear.	27	338	423	28	344	816	2,37
E. Students' perceptions of online learning in the future:								
9	I recommended online learning to my classmates	54	422	216	28	344	720	2,09
10	If there are other opportunities I would prefer to take part in distance learning.	52	436	195	36	344	719	2,09
							Mean	2,09
F. Advantages of online learning:								
11	I have more flexibility in online learning	22	202	543	160	344	927	2,69
12	I have more freedom in online learning.	12	176	615	156	344	959	2,79
							Mean	2,74
							Total Score	32,38
							Total Mean Score	2,69

Table 3 showed the response of the respondents related to 12 statements about online learning. The highest mean score is 3.87 for the statement "Interacting with classmates is an important thing" with the chosen scale, strongly agree. For the lowest mean score is in the 5th statement "Understanding the

material through learning online and in-class is the same” which only 1.88 of mean score with the chosen scale, disagree. Based on the statement with the lowest average score, Bali Tourism Polytechnic (PPB) students’ understanding of online learning is not as the same as the previous condition when learning process was conducted in the classroom. It indicates that in the future the Bali Tourism Polytechnic (PPB) should still prioritize giving lectures in the classroom when the Covid-19 Pandemic has subsided. Additionally, it is highly recommended to do skill training in campus restaurant, kitchen, hotel and laundry with strictly health protocol.

3.1 Student-teacher interactions

Student-lecturer interaction shows 3.83 score of the mean which meant the students are strongly agree with the statement. It showed that interaction is needed in learning activities. The interactions that occurred in online learning was definitely cannot be carried out optimally compared to learning in class. During the online learning, both lecturers and students regularly faced constrained caused by technical problems for example unstable Wi-Fi signal, hinder discussion session as the students had unstable connection that made them slow in responding to the questions given by lecturers.

3.2 Communication with classmates and teachers during online learning

The statement “I have no difficulty communicating with the lecturer in online learning” gets higher mean score than the statement “I have no difficulty communicating with my classmates during online learning”. Hence, it can be stated that students were more difficult to communicate with lecturers than with their classmates. The Bali Tourism Polytechnic (PPB) students agree that communication with classmates and lecturers during online learning is difficult with the mean score 3.02.

3.3 Attitudes towards material difficulties and expectations in learning

There are three statements in this category in which Bali Tourism Polytechnic (PPB) students agree with the statement that students prefer to get assignments in the form of projects because students are motivated to learn new things. Bali Tourism Polytechnic (PPB) students considered that their understanding level towards the assignments during online learning was not as the same as when the assignment given in the classroom.

3.4 Clarity of instruction in online learning

In terms of clarity of instruction in online learning, Bali Tourism Polytechnic (PPB) students’ responds shows the result of mean score, 2.37. It can be concluded that Bali Tourism Polytechnic (PPB) students did not agree with the statement “Clarity of instruction in online learning”. On the other words, it can be stated that the instructions given in online learning were unclear.

3.5 Students’ perceptions of online learning in the future

Students’ perceptions of online learning in the future showed 2.09 (disagree) of the mean score. PPB students did not agree to recommend online learning in the future and the statement about “If there

were other opportunities, I would be happier to participate in online learning” also received disapproval or rejection from Bali Tourism Polytechnic (PPB) students. Based on this result, it can be concluded that if the Covid-19 Pandemic has ended, Bali Tourism Polytechnic (PPB) students tend to choose to do classroom learning rather than online learning.

3.6 The advantages of online learning

The advantages of online learning are 2.74 of the mean score from the Bali Tourism Polytechnic (PPB) students’ responds. It shows that students agree with the statement “I have more flexibility in online learning.” Therefore, this study found that online learning has advantages in terms of flexibility and freedom. Online learning can be done anywhere as long as students are comfortable. The time also easily be adjusted according to the lecturers’ schedule or as agreed by both parties. In contrast to studying in class when the teacher cannot attend because he/she was carrying out assignments in another place, lectures could not make it in the classroom. On the other hand, online learning can be done after the lecturer completes their assignment in the same place without having to rush to find another place or move places. Likewise, students do not need to rush to the classroom.

3.7 Recommended platform for online learning

Table 4. shows that the Bali Tourism Polytechnic (PPB) students highly recommended the Google Classroom platform for online learning.

Table 4. Recommended Platform by PPB Students for Online Learning

No.	Platform	N	%
1	Google Classroom	160	47.67%
2	Zoom	94	27.32%
3	WhatsApp	40	11.52%
4	Google Meets	23	6.57%
5	E-Learning Bali Tourism Polytechnic	17	4.93%
6	Others (Email, Microsoft team)	10	2.90%
	Total	344	100%

3.8 Conclusion

Based on the results of data analysis and discussion that has been described, the following conclusions can be drawn; Bali Tourism Polytechnic (PPB) students strongly agree that student-lecturer interaction is important. The students are having difficulty in communicating with classmates and lecturers during online learning. Additionally, the students’ understanding about material in online learning was not as the same as in the classroom and considered learning in class is more interesting. Students also prefer to get assignments in the form of projects. Bali Tourism Polytechnic (PPB) students disagree with the statement “The instructions given in online learning are clear”. Bali Tourism Polytechnic (PPB) students disaccord to give recommendation of conducting online learning in the future. Bali Tourism Polytechnic (PPB) students agree that students have flexibility and freedom in online learning. This

indicator shows the advantages of online learning. The most recommended platform for Bali Tourism Polytechnic (PPB) students in implementing online learning is Google Classroom.

3.9 Suggestions

The suggestions that can be given are as follows; the implementation of online learning in Bali Tourism Polytechnic (PPB) in the future needs to be considered only as a support in the learning process. Classroom learning remains their first choice, particularly since Bali Tourism Polytechnic is a vocational educational institute in which practices take 70% of the curriculum and the remaining 30% is theoretical teaching. If online learning becomes the main way of teaching, therefore the curriculum needs to be adjusted to accommodate this pandemic impact situation. For future research, the scope of research areas should be expanded not only in the Bali Tourism Polytechnic (PPB) but also in other vocational colleges.

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