

The Implementation of Online Learning for Economic Education Students at the University

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ARTICLE INFO

Keywords:

Economic Education;
Online;
University

Article history:

Received 2022-06-17

Revised 2022-10-12

Accepted 2022-12-30

ABSTRACT

The purpose of this study was to determine and analyze the implementation of online learning on university students majoring in economic education at Halu Oleo University, Kendari. This type of research was a case study research. The informants in this study consisted of Economic Education students who were taken using the Purposive Sampling technique (n=100 students). The data were collected through questionnaires, interviews and documentation. The data analysis used data reduction, data presentation, and conclusion. Test the validity of the data using triangulation techniques. The findings of this study were the implementation of online learning for Economic Education students was as follows: the learning applications most often used by Economic Education students were zoom meetings, WhatsApp groups and google classroom. Regarding the availability of learning time, students felt that it was enough, although it cannot be denied that sometimes it was also not enough. To access online learning, Economics Education students used a private packet connection type with a less stable network quality. Economic education students' learning readiness was quite good, but the concentration and involvement of students were not good and the ability to understand learning materials is also still lacking. This study concluded that online learning in university can be used a variation of device technology which was designed by a teacher or used from the internet.

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1. INTRODUCTION

In 2020, Indonesia has also been hit by the COVID-19 pandemic. This virus has spread throughout the world which has an impact on changing human life. Every human activity is limited

so that there is no wider spread of the virus. This activity limitation also includes learning activities because face-to-face learning activities have turned online. This epidemic is known as Covid-19 which began to attack Indonesia in March 2020 (Yulia, 2020). In response to this condition, the Ministry of Education and Culture of the Republic of Indonesia issued a Circular Letter of the Minister of Education and Culture Number 3 of 2020 concerning the Prevention of Corona Virus Disease 2019 (Covid-19). Circular letter Number. 4 of 2020 concerning the Implementation of Policies and Education in an emergency period for the spread of Corona Virus Disease 2019 (Covid-19) by replacing the process of teaching and learning activities in schools and universities by implementing an online system from home by using various technological devices, such as smartphones, computers and notebooks (Zaharah, Kirilova, & Windarti, 2020). Online learning has the benefit of supporting distance learning during a pandemic as the only way to keep the learning going (Suyadi & Selvi, 2022).

Halu Oleo University Kendari as one of the universities under the auspices of the Indonesian Ministry of Education and Culture responded to the implementation of the Learning From Home policy which began implemented in mid-March 2020 by issuing several policies set by the chancellor and outlined in a Circular Number 02/UN29/RT/2020 concerning the formulation of policies in handling the spread of the Corona Virus (Covid-19) at the Halu Oleo University. It is intended to suppress the spread of Covid-19 within the University of Halu Oleo Kendari as well as not hinder students from receiving teaching materials during lectures amid the Covid-19 pandemic. Online learning media that were often used by Halu Oleo Kendari University students, especially Accounting Education students are Google Classroom, Whatsapp Group, and Zoom applications during the teaching and learning process from home.

The implementation of online learning at Halu Oleo University Kendari has been implemented before the Covid-19 pandemic outbreak, but its implementation was still not optimal and intense in learning activities because there were no standard regulations and procedures. Since the COVID-19 pandemic hit Indonesia, Halu Oleo University Kendari, especially in the Faculty of Teacher Training and Education, Department of Economics Education has focused on implementing online learning that can meet the standards of online learning needs. The average value of Economic Education student learning outcomes in 2018 was 3.00 and in 2019 was 3.00. In 2020, the average value has decreased to 2.00. However, the results of initial observations made by researchers, it was found that in the process of implementing online learning there were several obstacles and complaints both in terms of learning applications, internet connections, availability of study time, student learning readiness and ability to understand teaching materials (Hebebcı, Bertiz, & Alan, 2020; Rosalina, Nasrullah, & Elyani, 2020).

The hierarchy of problems that arise in online learning is changing in the context of the crisis caused by the pandemic. Technical problems are the most important, followed by the lack of technical skills of teachers and their teaching styles that are not suitable for the online environment, and student-teacher communication interactions are also experiencing obstacles (Coman, Țiru, Meseșan-Schmitz, Stanciu, & Bularca, 2020). Therefore, educators must be able to build interactions and learning environments that can facilitate the needs of students (Adijaya & Santosa, 2018). It means that teachers do not only think about learning devices or facilitation, internet networks and student learning readiness (Hamdani, Priatna, Pasundan, Subang, & Id, 2020). It aims to improve student achievement during online learning activities (Shinta, 2015). In the online learning system, schools and teaching staff must be able to balance the quality and quantity of learning (Iskandar, Masthura, & Oktaviyana, 2020), and harmonize learning systems that are compatible with online learning activities (Jamaluddin, Ratnasih, Gunawan, & Paujiah, 2020). Teachers must also be able to design learning activities from planning to evaluation in a simpler, more creative and effective way (Kurniasari, Pribowo, & Putra, 2020). From various studies that have been carried out, it can be seen that the online learning process is a learning activity that not only requires the existence of qualified facilities

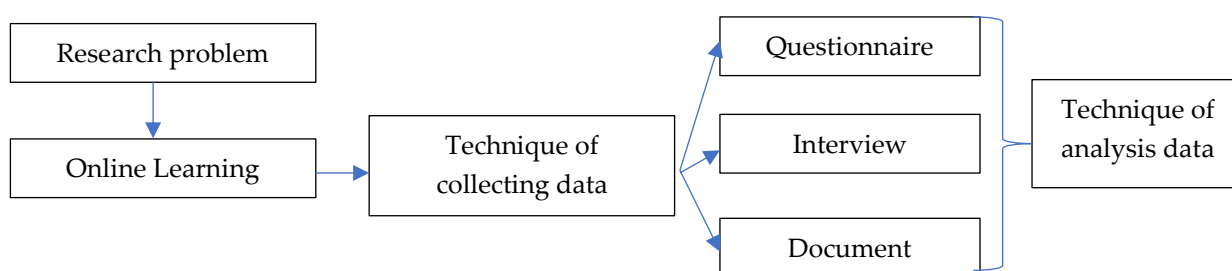
with the readiness of technological devices and internet networks, but the readiness of human resources is also a part that must be considered.

Therefore, although a lot of research has been done related to online learning during the covid-19 pandemic. However, this research was oriented to the concept of evaluation related to the implementation of online learning through the perspective of students. This study presents large data that have been taken from one study program. Thus, the implementation of online learning can obtain qualified data as material for the evaluation and development of online learning in the future. Moreover, future learning activities are no longer done conventionally but involve more technology.

So, the purpose of this study was to determine the implementation of online learning on students majoring in economic education at Halu Oleo University, Kendari. The results of this study are expected to be useful for the Economic Education study program related to the implementation of online learning, especially the provision of technological facilities and the readiness of human resources.

2. METHODS

This research was a qualitative research type of case study. A case study is a research approach used to generate an in-depth and multifaceted understanding of a complex problem in a real-life context. It is a well-established research design that is used widely in various disciplines, particularly in the social sciences (Crowe et al., 2011). The informants in this study consisted of Economic Education students who were taken using the purposive sampling technique. The number of participants was 100 students, consisting of 55 female and 45 male students. Research activities were carried out from March to June 2021. The data were collected through an online questionnaire (G-Form), interviews and documentation. Questionnaire questions were designed related to the use of technology applications, availability of study time, internet network, student learning readiness, teaching materials and student's ability to understand teaching (Harasim, 2017). It used the closed-ended. Meanwhile, interviews were conducted to determine the supporting data for the implementation of online learning. The questions given are in the form of structured interviews which are limited to interview topics about obstacles and supporters of the implementation of online learning. It did use google Forms that separated into WhatsApp groups. Documentation is collected from the results of learning activities. Data analysis was carried out using Miles, Huberman, & Saldaña (2014) analysis technique consisting of data reduction, data presentation and conclusion drawing.



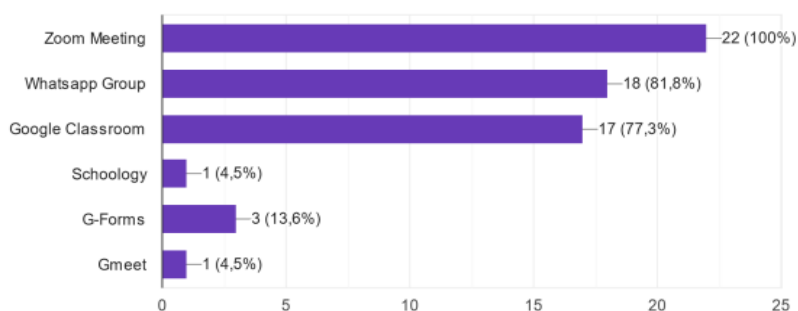
Picture 1. The framework of the study

3. FINDINGS AND DISCUSSION

The result of data analysis from the questionnaire is presented using the graph below.

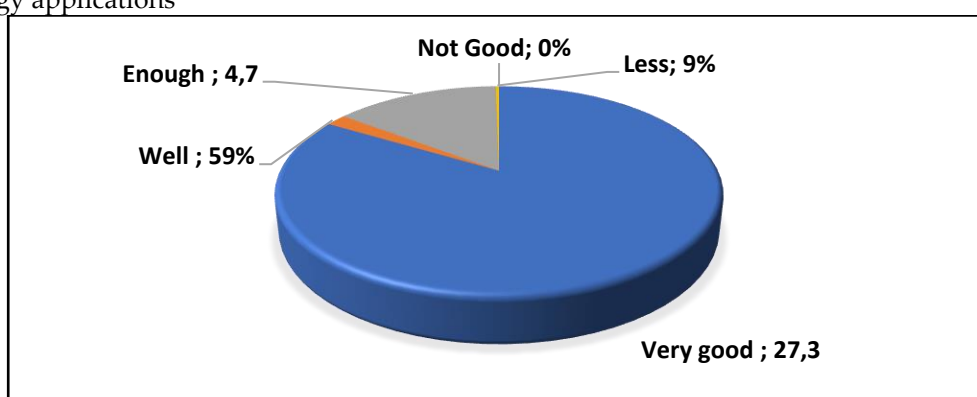
3.1 The Use of Technology Applications

The result of data analysis related to the variation of technology applications, the skill in using Apps pictures, and the most effective Apps.



Graph 1. Applications Used

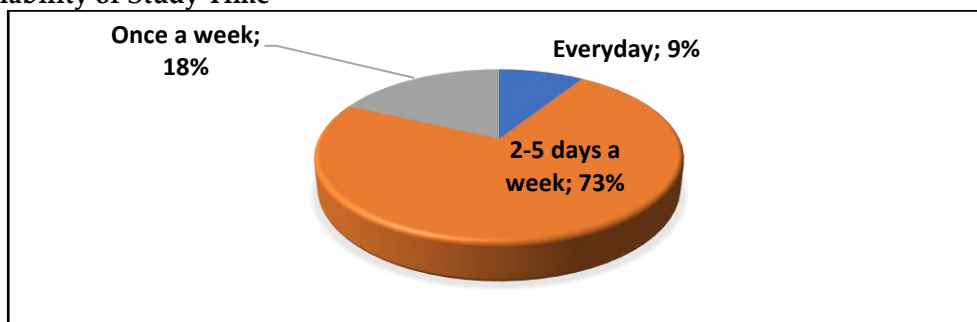
Graph 1 shows that the technology applications that are often used to carry out online learning activities in the Economics Education study program are Zoom Meetings and WhatsApp Groups. The findings of graph 1 are in line with the findings in the analysis of the level of ability to operate technology applications



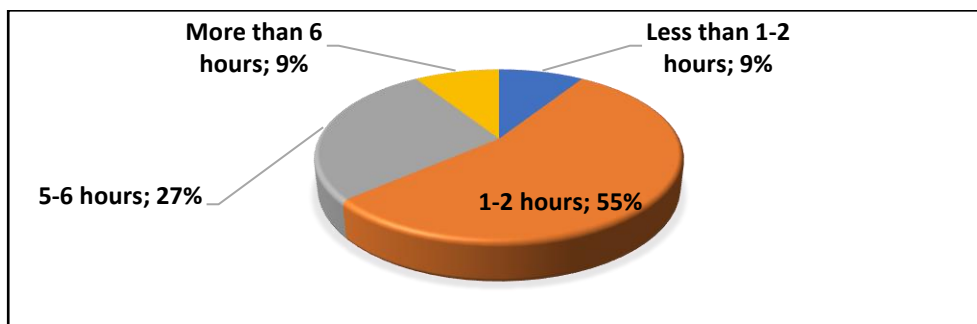
Graph 2. Ability to Run Apps

Graph 2 shows that the level of ability is good with a percentage of 59% and very good at 27.3%. WhatsApp has become a boon in the academic section where all teachers have their subject groups on the app. The results of this questionnaire are in line with the results of interviews which concluded that students and teachers are better able to use the two applications. In addition, these applications are easy to operate and are commonly used. The finding of the study done by (Sawant & Chari, 2021; Pustikayasa, 2019; Pratama & Kartikawati, 2017; Jain, Luaran, & Rahman, 2016; Tamim, Colburn, Saadi, & Qunneis, 2016) also found that technology applications gave the benefit on online learning and it helped the students and teacher in sharing the source information. Next, the same finding showed that the zoom meeting has made it easier for the process of interacting during the covid-19 pandemic (Erna, Asriani, Genisa, Muslaini, & Suhartini, 2022).

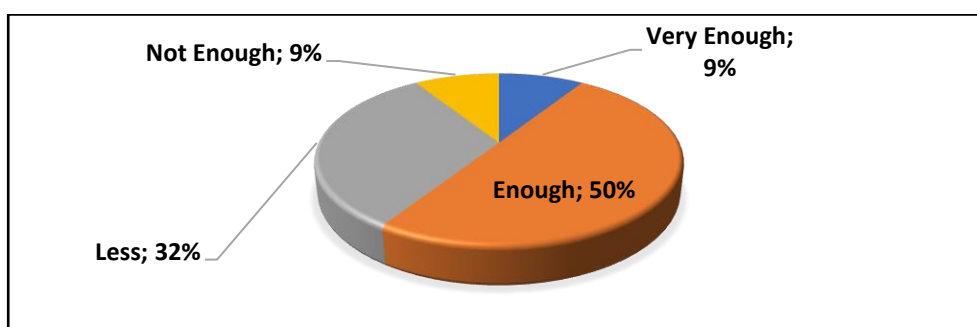
3.2 Availability of Study Time



Graph 3. Study Time During the Week



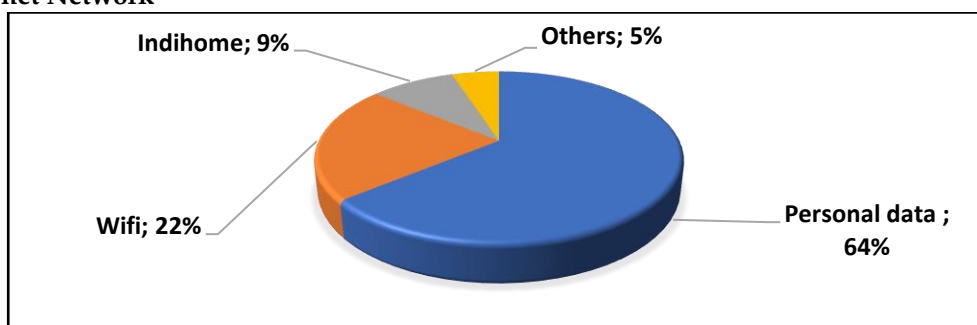
Graph 4. Average Study Time in a Day



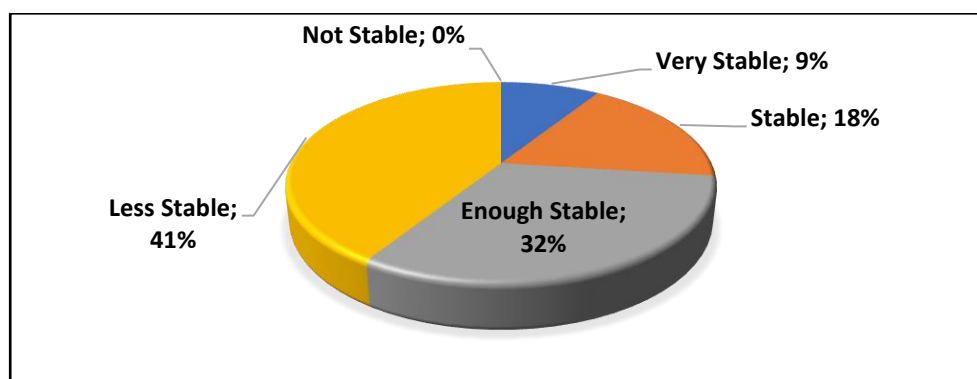
Graph 5. Availability of Study Time

Based on the graph, it was found that during the application of online learning, 73% of Economic Education students carried out learning activities from home 2 to 5 days a week with an average of 1-2 hours a day by 55%. With the availability of time in each learning session, 50% of students feel that the availability of learning time is sufficient for each discussion session because online learning time is the same as offline learning time, plus the learning time has been determined according to the learning objectives. However, it is undeniable that sometimes there are times when the availability of learning time is still lacking (32%) for Economics Education students. Sometimes due to limited learning time, students were required to complete instructional tasks or transfer teaching materials into assignments. This was enough to cause learning saturation for Economics Education students and students were not approved by students because of the many tasks that were felt during the implementation of online learning amid a pandemic.

3.3 Internet Network



Graph 6. Types of Internet Connection

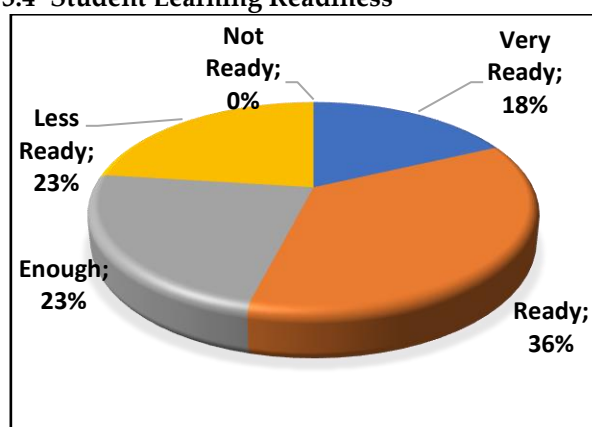


Graph 7. Network Condition/Internet Connection

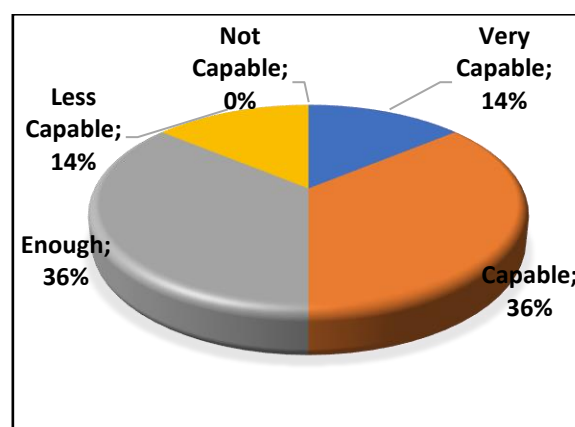
Based on the graph, it was found that during the online learning process, 64% of students used an internet connection-type personal data package to access online learning applications. Regardless of the type of internet connection used, 41% of the quality of the network/internet connection from where students access online learning applications turned out to be less stable so it had an impact on student engagement and understanding in the learning process. According to students, the causes of internet connection instability were unequal internet connection from where students access learning, bad weather and sometimes power outages. The lack of stable internet connection was not only experienced by students who lived in rural areas but also by students who also lived in urban areas.

Hamdani et al. (2020) explained that "without a stable internet connection, there will be no active interaction between students and teachers in learning". This shows that the interaction of Accounting Education students in learning is less active due to the less stable internet connection from where students access online learning applications. This is in line with the results of Adijaya's research which explains that generally many students complain about problems with unstable networks. Network conditions are very important for the online learning process to take place. The lack of network access is not only complained of by students living in remote areas, but also by students who are located in urban areas, especially when the location where they live experiences a power outage, where which can also have an impact on unsupportive network conditions. So that students participating in online learning are a little hampered when they want to load to take part in learning activities and some are even unable to load at the specified time. This can result in students experiencing delays in the learning process and can result in the occurrence of the learning process that they take online is not optimal (Adijaya & Santosa, 2018).

3.4 Student Learning Readiness

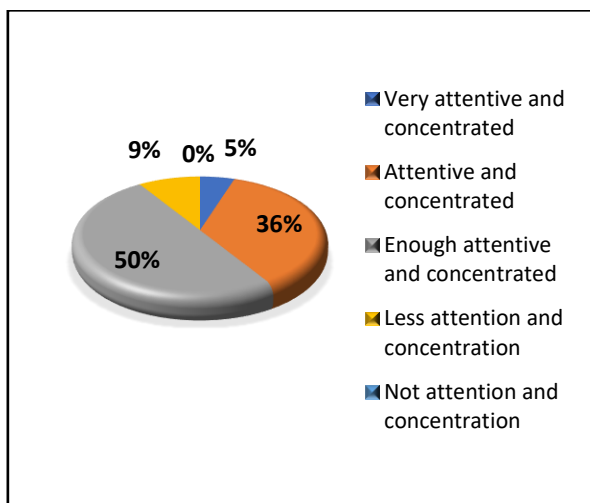


Graph 8. Readiness to Follow Learning

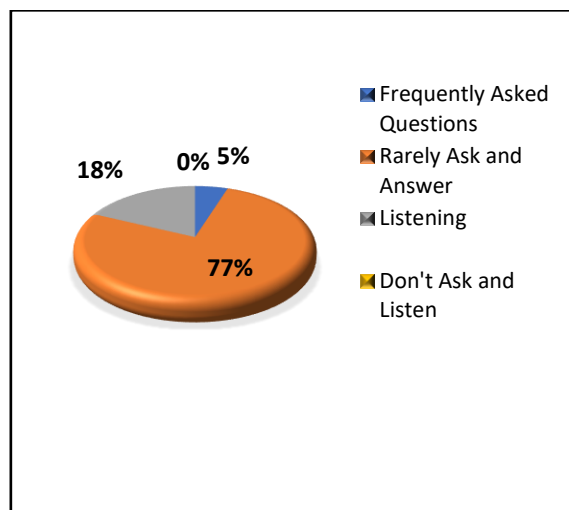


Graph 9. Ability to Follow Learning

Graph 8 and graph 9 show that 36% of students are always ready to take part in learning using online media amid the covid-19 pandemic. Students are also able or quite capable (36%) to follow the learning process well while online.



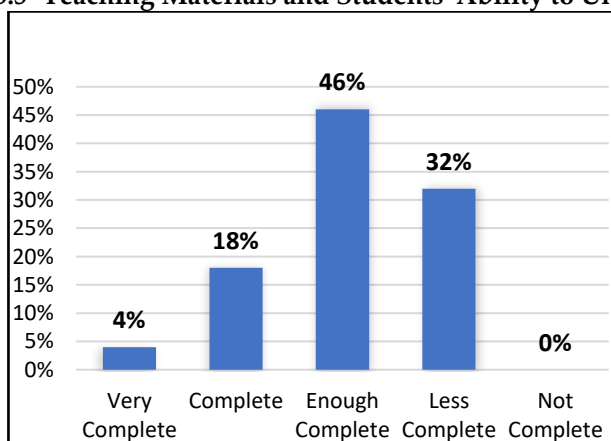
Graph 10. Student Conditions During Learning



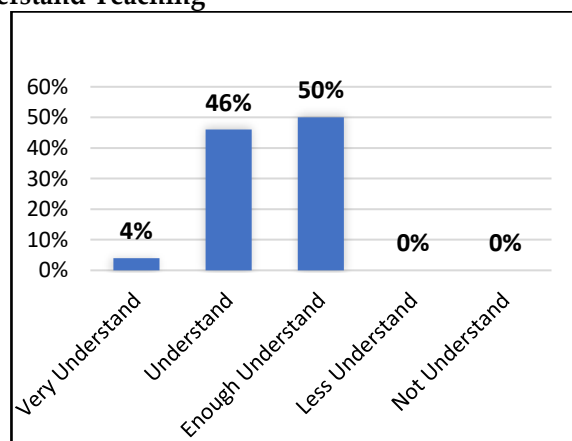
Graph 11. Student Involvement During Learning

In addition to good readiness and ability to participate in learning, 50% of students also pay enough attention to online learning, but sometimes students find it difficult to concentrate on learning. This is caused by unstable network conditions and noisy and unsupportive student learning environments. It turns out that in addition to a lack of concentration, students also have less involvement in the implementation of online learning. As many as 77% of students only occasionally ask if they do not understand or answer questions to get additional value, even 18% of students only listen to the delivery of teaching materials by lecturers in the process of online teaching and learning activities carried out

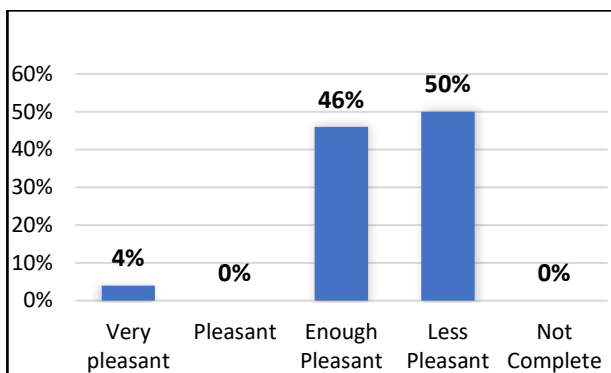
3.5 Teaching Materials and Students' Ability to Understand Teaching



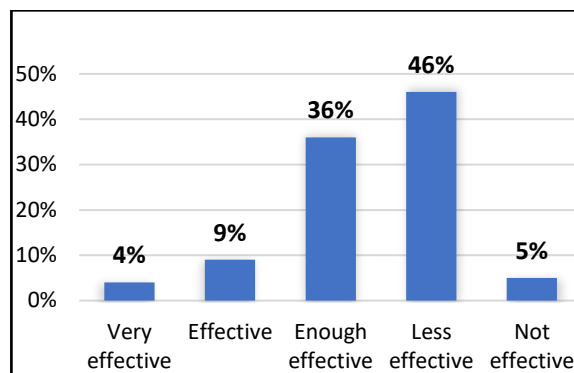
Graph 12. Submission of Material



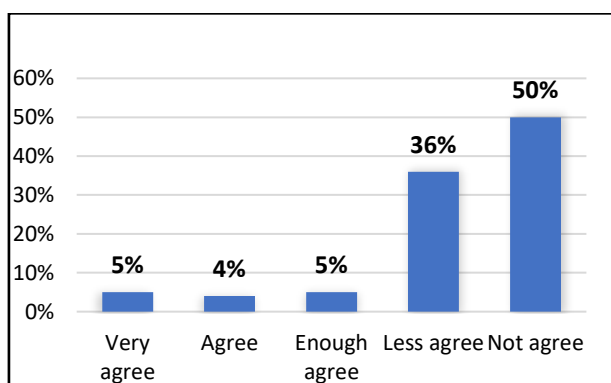
Graph 13. Understanding of Material



Graph 14. Method of Teaching



Graph 15. Effectiveness of Online Learning



Graph 16. Commitment to Online Learning

The graphs above show that during the online learning session, 46% of students felt that the teacher was quite thorough in delivering the learning material although sometimes it was also incomplete due to time constraints or personal obstacles from the teacher concerned. Students admitted that in delivering material, teachers often use PowerPoint slides or word documents that help in learning. However, it is undeniable that even though teachers tend to be thorough in delivering the material, 50% of students feel that they understand the teaching material presented. Many things cause students' lack of understanding of lessons, including unstable network conditions, interference from the surrounding environment and transfer of material with assignments without in-depth explanations from the lecturer concerned. In addition, this was also triggered by the teacher's teaching method which according to students seemed monotonous and boring (50%). The conclusion of the interview also shows that students reveal that the teaching methods used by teachers in the implementation of online learning are the lecture, discussion and assignment methods. Students tend to be used as passive parties because of the lack of feedback related to the material presented by the lecturer concerned. This also triggers saturation in the implementation of learning by students.

However, policies regarding the adjustment of learning from home should be considered carefully (Wulan, 2021). The results of other studies show that students are ready to face new rules in a new normal life if the lectures are carried out attractively. As for the lecture system that is effective during the pandemic, it is being brave and taking turns to learn by paying attention to the principles of preventing Covid-19 (Widiyono, 2020). The findings of this data illustrate that online learning at Halu Oleo University Kendari has been implemented according to the ability level of the University. Although some obstacles were found related to teaching methods, and the readiness of teaching and student resources for online learning activities. However, from the aspect of using technology applications, it is the abilities of each student and teacher. The demands of the industrial revolution 4.0 more or less affect learning media in the world of education, so that students are not difficult to adapt to these learning applications. The ease of use and the variety of features provided are the logical reasons for using the learning application.

4. CONCLUSION

The implementation of online learning for Economics Education students found the following conclusions: 1) the learning applications that are most often used in the implementation of online learning are zoom meetings, WhatsApp groups and google classroom with good ability to operate applications. 2) Regarding the availability of learning time, students feel that it is enough even though it cannot be denied that sometimes it is also not enough. 3) To access online learning, Economics Education students use a private packet connection type with less stable network conditions. 4) Economic education students' learning readiness is quite good, however, the concentration and involvement of students are not good and the ability to understand learning materials is also somewhat lacking due to network conditions, time and lecturers' teaching methods that seem monotonous. While the findings for the supporting factors of the implementation of online learning in Economics Education students are 1) the completeness of adequate learning tools. 2) Social factors include parents, teachers, and peers. The inhibiting factors from the implementation of learning in Economics Education students are 1) physical and psychological conditions, and 2) non-social factors which include weather conditions, environmental conditions, time, and place.

Some recommendations from the results of this study are 1) for the leadership of Halu Oleo University Kendari it is suggested that they can provide policies related to optimizing and facilitating the implementation of online learning by considering the factors that support and hinder students in implementing online learning during the Covid-19 pandemic. 2) Lecturers are advised to make efforts to improve and develop teaching methods in online learning to increase the success of the implementation of student learning, especially in terms of understanding and reducing the transfer of material with assignments. 3) Accounting Education students are advised to increase their concentration and active involvement in online learning to increase their understanding of learning materials and determine the right way of independent study amid the Covid-19 pandemic. The implementation of this research also has limited discussion because the analysis is only focused on the study of the implementation of online learning, especially on the facilities used, so that the results of this study can still be developed. For further researchers, it is recommended that they not only discuss the implementation of online learning but also expand the scope of learning implementation such as discussing the planning and evaluation of online learning and the effectiveness of the implementation of online learning as a whole.

Acknowledgements: Thank you to the students of the Economic Education Study Program at Halu Oleo University Kendari and their colleagues who have helped carry out the research from beginning to end.

Conflicts of Interest: no conflict of interest

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