
THE EFFECTIVENESS OF ONLINE LEARNING FOR BUSINESS ADMINISTRATION STUDENTS AT INDRAGIRI COLLEGE

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ABSTRACT

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The Covid-19 outbreak has made everything change routine, including in terms of education. In the past, learning in universities was carried out face-to-face, but now learning must be carried out online. The purpose of this study was to find out how much effective online learning is during the covid 19 pandemic for Business Administration students at the STIA Indragiri college. This study uses a descriptive qualitative model. Respondents from this study amounted to 26 students. The results of this study indicate that students want face-to-face learning, while some students want online learning, so it can be concluded that continuous online learning during this pandemic is very ineffective.

INTRODUCTION

The Covid-19 pandemic in Indonesia has made the learning system change drastically from face-to-face learning to online learning at home (Nadeak, 2020). Since the emergence of positive cases of Covid-19 patients in Indonesia, the Government through the Ministry of Education and Culture and the Ministry of Religion of the Republic of Indonesia, has implemented a policy of studying and working from home since mid-March 2020 (Muhyiddin & Nugroho, 2021). The STIA Indragiri campus as one of the private universities located in Rengat, Indragiri Hulu, Responding to this policy by implementing learning and working from home through a circular letter from the Governor of Riau Province number 43/SE/2020.

Many campuses, including STIA Indragiri which are not accustomed to conducting lectures online, are forced to change the face-to-face system to distance or online lectures. in the midst of limited material and existing infrastructure. This causes the learning carried out to be less efficient, students find it more difficult to understand the material provided 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 material that they do not understand and lack of concentration of students if learning is carried out in a systematic manner. online (Hikmat, Hermawan, Aldim, & Irwandi, 2020).

In accordance with the curriculum reference, the courses consist of various types, namely theoretical courses, practical courses, theory and practicum courses, and practical field work courses (Rusdiana & Nasihudin, 2018). Recent meta-analyses on online learning (Bernard, et al., 2014; Means et al., 2013; Oftedal et al., 2015; Vo et al., 2017; Winarno, 2017) found that online learning is more effective than meeting face to face. Effectiveness in general shows to what extent the learning objectives that have been determined have been achieved ((Müller et al., 2018). Effectiveness is a measure that states how far the target (quantity, quality and time) has been achieved, or the greater the percentage of the target achieved, the higher the effectiveness (Hasibuan, 2022).

Adapted to the state of the STIA Indragiri campus where only a few students per class resulted in interaction between lecturers difficult to achieve, the obstacles that are often faced are internet access and inadequate electricity, this is due to the distance, Indragiri Hulu is a RIAU district that is just starting to develop. Many students still live in suburbs that are far from good internet and electricity access. This journal will discuss the effectiveness of online learning in detail for business administration students, and analyze the obstacles faced by lecturers and students when undergoing online lectures.

RESEARCH METHOD

This research is a qualitative descriptive study using an online interview method (Sugiyono, 2017). Primary data collection in this study was carried out by distributing online questionnaires to respondents who were students of the Business Administration Study Program consisting of 3 batches which were students in semester 2, 4 and semester 6. With 26 correspondents.

Data were obtained through direct interviews at the end of the lecture meeting. The next question relates to 1. What is your response to the online lectures that we are currently undergoing 2. What are the obstacles you face during online lectures 3. Do your parents or guardians fully support the online lectures that you are doing 4. How big is the impact of the COVID-19 outbreak on you and your family 5. Which is more comfortable, between online lectures and face-to-face lectures.

RESULTS AND DISCUSSION

Indragiri High School of Administration has currently established and implemented online learning to support government programs in dealing with the ongoing Covid-19 outbreak starting April 2020. The policy was issued through a Circular (SE) of the Governor of the RIAU Province Number 43/SE/2020.

The majority of lecturers, especially the Business Administration Study Program, choose the Zoom application as a face-to-face learning medium, the Classroom application as a medium for sharing teaching modules (tutorials) and assignments, and the WhatsApp application for information media between lecturers and students. With the use of these applications, it is necessary to adapt them to the needs of theory, practicum, theory and practicum courses, so that online learning activities can run effectively. To see the effectiveness of online lectures using the Zoom, Classroom, and WhatsApp media, researchers conducted interviews with 26 students.

Respondent Table 1 Student of Business Administration Study Program

NO	Student Force	Amount
1	2	19
2	4	
3	6	7

Source: Primary data 2020

Furthermore, interviews with these students were carried out and some conclusions could be drawn. The following table includes direct interviews with lecturers and students;

Interview Table 2 Student of Business Administration Study Program

No	Question	Conclusion
1	How do you feel about the online lectures that we are currently undergoing?	Difficult / Smooth
2	What are the obstacles that you face while studying online?	Difficulty with internet network, electricity, money to buy quota
3	Do your parents or guardians fully support the online lectures that you are doing?	Support / not support
4	How much impact has the COVID-19 outbreak had on you and your family?	Big/ordinary
5	Which is more comfortable, between online lectures and face-to-face lectures?	Face to face/online

Source: Primary data for 2020

The results of the interviews with the 26 students above in the first question most students have difficulty in running online lectures, because it is difficult to understand and sometimes what the lecturer has explained they cannot fully understand what is meant by learning. Some students answer online lectures smoothly because they are facilitated by good Wifi and cellphones by parents to carry out online activities.

The second question most students answered was that the obstacles that often arise when they run online lectures are network difficulties, insufficient finances to buy quotas and sometimes power outages result in network and power outages as well. It also depends on the village facilities and the area where the student lives.

The third question is regarding the support from parents and guardians of the students themselves, which facilitate students to study online and there are some who have not been able to facilitate students to study online because there are some students from underprivileged families and economic limitations.

The fourth question asked how much influence the Covid-19 outbreak had on student families. Most of the students whose family's economic activities were trading said that this outbreak had a big impact on students and there were some who thought this was normal and had no effect.

And for the fifth question regarding the student's own desire to choose the next lecture to take place online or face-to-face, most students answered that they wanted to carry out face-to-face lectures, and a small portion wanted online lectures. This is answered by using exceptions. That is, if the COVID-19 outbreak in the INHU district increases with the number of infected residents, then they are forced to conduct online lectures. This is the conclusion of the interview with students of the STIA Indragiri campus business administration study program.

CONCLUSION

Based on the results of interviews with students above, student activities during learning and teaching can be seen from various aspects, but for this study the aspects that are seen only from the student's point of view are not considered for other aspects, so how strong the

effectiveness of online lectures cannot be made a definite reference. but from the interview results, some students prefer face-to-face lectures because they can interact with lecturers interactively and understand lecture material better.

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