



Effectiveness of English for Tourism E-Learning during the Covid-19 Pandemic

Abdul Kadir Ritonga^{1*} 

¹ Jurusan Perhotelan, Politeknik Pariwisata Medan, Medan, Indonesia

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ABSTRAK

Situasi pandemi saat ini telah mengakibatkan perubahan metode pembelajaran dari tatap muka ke metode online, sehingga menuntut kesiapan dosen dan mahasiswa untuk dapat memecahkan masalah guna mencapai tujuan pembelajaran. Dalam mengaktifkan metode pembelajaran bahasa Inggris pariwisata berbasis online ini, keterlibatan dosen dalam penyiapan materi, mahasiswa dalam menerima materi, dan pemanfaatan teknologi merupakan satu kesatuan yang tidak dapat dipisahkan. Pembelajaran online merupakan salah satu alternatif metode pembelajaran yang memanfaatkan dunia maya dalam proses pembelajarannya. Penelitian ini bertujuan untuk menganalisis keefektifan proses belajar mengajar Bahasa Inggris untuk Pariwisata berbasis online bagi mahasiswa dengan sampel 130 mahasiswa mengambil mata kuliah Bahasa Inggris yang terdiri dari program studi Manajemen Divisi Kamar, Manajemen Patisserie, Manajemen Makanan & Minuman, dan Destinasi Pariwisata. Jenis penelitian ini adalah penelitian eksperimen dengan desain penelitian pra eksperimen berupa one shot case study. Instrumen dengan penyebaran kuesioner dilakukan secara online. Pengujian hipotesis menggunakan analisis one sample t-test dengan bantuan SPSS. Hasil penelitian menunjukkan bahwa pembelajaran Bahasa Inggris untuk Pariwisata berbasis online efektif. Hasil analisis statistik parametrik inferensial diperoleh $t\text{-hitung}$ 83,702 > $t\text{-tabel}$ 1,97852, karena nilai $t\text{-hitung}$ lebih besar dari = 0,05 maka H_0 ditolak dan H_1 diterima. Sehingga dapat disimpulkan bahwa efektivitas pembelajaran online Bahasa Inggris untuk Pariwisata sudah efektif.

ABSTRACT

The current pandemic situation has resulted in a change in learning methods from face to face to online methods, thus demanding of readiness of lecturers and students to be able to solve problems in order to achieve the learning objectives. In making this online-based tourism English learning method effective, the involvement of lecturers in preparing materials, students in receiving materials, and the use of technology is an inseparable unity. Online learning is an alternative learning method that utilizes the virtual world in the learning process. This study aims to analyze the effectiveness of the online-based English for Tourism teaching and learning process for students with a sample of 130 students taking English courses consisting of Room Division Management, Patisserie Management, Food & Beverage Management, and Tourism Destinations study programs. This type of research was experimental research with pre-experimental research design in the form of the one-shot case study. The instrument by distributing questionnaires was carried out online. Hypothesis testing used one sample t-test analysis with the help of SPSS. The results showed that online-based English for Tourism learning was effective. The results of inferential parametric statistical analysis obtained $t\text{-count}$ 83,702 > $t\text{-table}$ 1.97852, because the value of $t\text{-count}$ was greater than $\alpha = 0.05$ so H_0 was rejected and H_1 was accepted. So, it could be concluded that the effectiveness of online learning of English for Tourism was effectively.

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1. INTRODUCTION

The current pandemic situation has resulted in a change in learning methods from face to face to online methods, thus demanding of readiness of lecturers and students to be able to solve problems in order to achieve the learning objectives. In making this online-based tourism English learning method effective, the involvement of lecturers in preparing materials, students in receiving materials, and the use of technology is an inseparable unity. Online learning is an alternative learning method that utilizes the virtual world in the learning process (Dwikurnaningsih & Waruwu, 2021; Joaquin et al., 2020; Stoetzel & Shedrow, 2020). By utilizing the sophistication of today's electronic devices, such as notebooks, tablets and smartphones, learning can be carried out without face-to-face contact. Various software can be used in online learning, such as WhatsApp, Zoom meeting, Google meet, and Moodle (Mpungose, 2020; Wijaya et al., 2021). In concerning with online learning

and working from home in the context of preventing the spread of Corona Virus Disease (COVID-19) (Al Farizi & Harmawan, 2020; Fahyuni et al., 2021). In the midst of a pandemic situation, the government finally had to make an online or online learning policy to replace face-to-face conventional learning to ensure that students continue to receive learning (Irhandayaningsih, 2020; Mustakim, 2021). E-learning was considered by the government as the only solution to ensure that the continuity of the learning process from elementary school to university continues (Arizona et al., 2020; Kusnayat et al., 2020).

The e-learning program was being implemented around the world due to the impact of covid-19, for this reason a solution was offered on how to carry out the e-learning process for students with different and diverse situations and characters (Kulikowski et al., 2021; Teng et al., 2021). Various kinds of obstacles in carrying out the online teaching and learning process, both educators and participants, as a challenge (Akyürek & Afacan, 2018; Simamora, 2020). Learning was the result of the interaction between stimulus and response (Šaban & Schmidt, 2021; Takacs et al., 2021). A person was considered to have learned something if he could show a change in his behavior (Widayanti & Suarnajaya, 2021; Yang et al., 2020). Related to the theory in learning what important was input in the form of a stimulus and output in the form of a response (Kim et al., 2020; Tjøstheim et al., 2020). Stimulus was anything that the teacher gave to students, while the response was in the form of a reaction or student response to the stimulus given by the teacher (Lamb & Etopio, 2020; Nor & Ab Rashid, 2018). The process that occurs between the stimulus and response was not important to note because it cannot be observed and cannot be measured (Ginting et al., 2021; Shanks et al., 2021). What could be observed was the stimulus and response, therefore what was given by the teacher (stimulus) and what was received by the learner (response) must be observed and measured. This theory prioritized measurement, because measurement was an important thing to see whether or not changes in behavior occurred. Because learning was a process of changing behavior obtained from the results of habits, experience, and knowledge (Rey-Moreno & Medina-Molina, 2017; Xu et al., 2017). During the Covid-19 period, it was recommended that educational institutions provided guidance and direction to students regarding psychological concerns during the online teaching and learning process so that they could adapt to the new era (Lai et al., 2021; Neuwirth et al., 2021).

Future areas of research were suggested and insights were offered. Several research results showed the effectiveness of online-based learning. E-learning was more effective than conventional learning (Aboagye et al., 2021; Mahrlamova & Chabanovych, 2021). Practically, It could apply for the further transformation of educational programs and additional preparation of educators with the aim of facilitating learning transition to an online mode (Code et al., 2020; Ibrahim et al., 2021). On the other hand, the impact of the teaching and learning process during COVID-19 had the ability to made it easier to improve communication (Alawamleh et al., 2020; Kadir et al., 2021). However, there were several obstacles faced in the e-learning process. The study found out that most teachers perceived their online classes as quite effective, including the use of digital technology when interacting (Hazaymeh, 2021; Kebritchi et al., 2017). This study aims to analyze the effectiveness of the online-based English for Tourism teaching and learning process for students.

2. METHOD

The type of research used was quantitative research by using experiment research method. The design of this study used a pre-experimental design in the form of the one-shot case study. The research population was Medan Tourism Polytechnic students who had certain qualities and characteristics determined by the researchers and the sample in this study were students of the Room Division Management, Tourism Destinations, Food & Beverage Management, and Patisserie Management study programs, totaling 130 students using random sampling technique where each the elements that were sampled taken randomly. This research was held at Medan Tourism Polytechnic from July to October 2021. The instrument used seven aspects of questionnaire. The questionnaire consisted of seven aspects and four choices of indicators and was given by online to the respondents. Questionnaires as observation sheets were distributed and answered online via WhatsApp groups by respondents after the English for Tourism lesson ended in the odd semester of Academic Year 2021/2022. The data analysis technique used was inferential statistics to analyze the sample data so that it could be generalized to the population. Normality test to find out the data was normally distributed with the Kolmogorov-Smirnov test with a significance level of 0.05 with the condition that if $P_{\text{-value}} > 0.05$ then the distribution was normal but if $P_{\text{-value}} < 0.05$ then the distribution was not normal. After the normalization test, it was continued by testing the hypothesis with one sample t-test. The decision-making criteria was that H_0 was rejected if $t_{\text{count}} > t_{\text{table}}$ and H_0 was accepted if $t_{\text{count}} < t_{\text{table}}$ where $\alpha = 5\%$. If $P_{\text{value}} < 0.05$ then H_0 was rejected and if $P_{\text{value}} > 0.05$ then H_0 was accepted. The instrument had been tested for validity and the value of $r_{\text{count}} > r_{\text{table}}$ and the value of sig. (2 tailed) was $0.00 < 0.05$, then all items on the instrument were said to be valid and could be distributed to respondents. After being tested for validity, then the instrument was tested for reliability and the results obtained from the Cronbach's Alpha value of 0.725, because the value of Cronbach's Alpha was $0.725 > 0.60$ so it could

be concluded that the seven items or all the questions in the questionnaires were reliable or consistent. Analysis of the data used in this study was the t test. The research instruments followed as Table 1.

Table 1. Research Instruments

Aspect	Indicator
How is the quality of the teaching materials presented?	1. Quality 2. Enough quality 3. Lack of quality 4. Not quality
Can e-learning be used to master the learning objectives?	1. Very domineering 2. Enough 3. Less 4. No
How interested are you in e-learning?	1. Very interested 2. Interested 3. Quite interested 4. Not at all interested
How is the interaction between lecturers and students during e-learning?	1. Very Good 2. Good 3. Enough 4. Less
How easy is e-learning to use?	1. Very easy 2. Easy 3. Fairly easy' 4. Difficult
Is online media considered very effective in e-learning learning during a pandemic?	1. Very effective 2. Enough 3. Less 4. Very ineffective
When learning e-learning, are there any problems with the internet?	1. Very much 2. There are obstacles 3. Slight obstacles at certain times 4. Nothing at all

3. RESULT AND DISCUSSION

Result

The results of inferential statistical analysis were used to test the formulated hypotheses and before carrying out inferential statistical analysis, normality tests were carried out first. The results of the normality test using the Kolmogorov-Smirnov test and the Shapiro-Wilk showed that the Sig. at Shapiro-Wilk, $P\text{-value} > \alpha$ was $0.185 > 0.05$ and Sig. value, at Kolmogorov-Smirnov, $P\text{-value} > \alpha$ was $0.097 > \alpha$. This shows that the data is normally distributed. When the instrument was said to be valid and reliable, the instrument was distributed to the respondents. Before the data obtained was tested with the one sample test statistical test, the prerequisites must be met, namely normal and homogeneous data. The homogeneity test was carried out and the sig value was known. Based on mean on the response variable was 0.429. since the value was $0.429 > 0.05$, it was concluded that the data variance was homogeneous. When the data was normally distributed and homogeneous, the statistical test prerequisites had been met and then a one sample t-test would be carried out. The results of the average analysis of the effectiveness of e-learning English for Tourism using the one sample t test were stated in Table 2.

Table 2. One Sample t-test Statistic

	One-Sample Statistics			
	N	Mean	Std. Deviation	Std. Error Mean
Respond	130	21.0923	2.87315	0.25199

Based on the one-sample statistics table 2 above offered descriptive statistical values, namely the number of respondents was 130 where the average value was 21.0923. Standard. Deviation was equal to 2.87315 and Standard Error Mean was 0.25199. Then we considered one sample t-test table 3.

Table 3. One-Sample Test

	Test Value = 0				95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Respond	83.702	129	0.000	21.09231	20.5937	21.5909

Based on the one-sample test Table 3, it was known that the value of t_{count} was 83,702. The value of df (degree of freedom) was 129. The value of Sig. (2-tailed) or the significance value with a two-tailed test is 0.000. If the value of Sig. (2-tailed) < 0.05 , then H_0 was rejected; and if the value of Sig. (2-tailed) > 0.05 , then H_0 was accepted. The output of the one-sample test table 3 above, it was known that the value of Sig. (2-tailed) that was equal to $0.000 < 0.05$, then according to the basis of the decision above, it could be concluded that H_0 was rejected and H_1 was accepted. If the value of $t_{\text{count}} > t_{\text{table}}$, then H_0 was rejected; If the value of $t_{\text{count}} < t_{\text{table}}$, then H_0 was accepted. Related to the output of the one-sample test table above, it was known that the t_{count} was 83,702. The t_{table} was 1.97852. Because the value of t_{count} was $83,702 > t_{\text{table}} 1,97852$, then H_0 was rejected and H_1 was accepted. So, it could be said that the research hypothesis was accepted. Thus, the decision to accept H_1 mean that the effectiveness of e-learning in English for Tourism in the Room Division Management, Tourism Destinations, Food Management, and Patisserie Management study programs during a pandemic had been tested.

Discussion

Regarding to the research finding, it can be concluded that the online learning process of English for tourism is effectively. This is in accordance with previous findings that online learning of English for tourism is running effectively and will be a trend for the world of tourism and hospitality in the future (Choi et al., 2021; Qiu et al., 2021). The impact of the implementation of e-learning also has a positive impact on lecturers and students as long as the learning strategies and models are implemented properly (Abumalloh et al., 2021; Saeed Al-Marroof et al., 2021). Effectiveness is the range of efforts of a program as a system with certain resources and facilities in order to fulfill its goals and objectives without crippling the means and resources and without putting undue pressure on its implementation. In learning, careful planning is needed, making learning tools, choosing strategies, media, techniques, learning models, to learn evaluations that are all mutually sustainable (Huang et al., 2020; Ismailov & Laurier, 2021). The use of effective and innovative learning models so that the learning carried out can be more varied and run smoothly (Cahyani et al., 2021; Suartama et al., 2020). The use of the learning model is also adapted to the material to be taught so that the suitability between the two and all components are appropriate. Active involvement and interaction of students show the efficiency of learning so that they can absorb the subject matter and practice it (Almusharraf, 2021; Fabriz et al., 2021). Therefore, the ability of human resources is at the forefront in improving the quality of education (Ritonga, 2018; Vlachopoulos & Makri, 2021).

E-learning as any teaching and learning that used electronic circuits like the internet to deliver learning content, interaction, or guidance and e-learning was a type of teaching and learning that allows the delivery of teaching materials to students using the internet (Ahn & Edwin, 2018; Ahshan, 2021) or other computer network media and emphasizes that e-learning refers to the use of internet technology to deliver a series of solutions that could improve knowledge and skills along with technological developments and advances that had a major impact on the development of education, educators used it to facilitate the teaching and learning process and improve quality education (König et al., 2020; Ramírez-Montoya et al., 2021). The current pandemic situation makes educators had to work hard so that the teaching and learning process continued like a conventional learning process (Rahiem, 2020; Satyawan et al., 2021). The demand for mastery of technology and information absolutely must be carried out by both educators and students (Abdullah & Ward, 2016; Cattaneo et al., 2022). The effectiveness of e-learning would be achieved along with mastery of technology, especially the internet as a learning medium such as WhatsApp, zoom, video calls, skype, and so on (Correia et al., 2020; Sevilla-Pavón & Finardi, 2021). However, there were several challenges that must be faced in the use of internet technology during the teaching and learning process. Challenges that must be faced include the need for sufficient internet quota, supporting computer equipment, and especially mastery of computer technology (Garcia et al., 2018; Rapanta et al., 2020). In addition, the right learning strategies and methods must be mastered by educators so that the learning materials delivered could be accepted by students so that e-learning learning was an alternative choice in vocational education (Kaban & Aşçı, 2021; Kant et al., 2021). In the teaching and learning process of

e-learning, the most important thing was honesty, seriousness and integrity (Boghian et al., 2022; Gottardello & Karabag, 2020), so as to create interaction between educators and students so that they did not feel burdened which actually hinders the learning objectives.

The implication of the results of this research was that if human resources were limited in mastering internet technology, mastery of lecture material was not understood, and there was no interaction between lecturers and students, the effectiveness of the online teaching and learning process would not be achieved. For this reason, relevant parties such as educational institutions, parents, lecturers, and students must conduct fast and appropriate interactions to take concrete actions in the current pandemic situation in order to achieve learning objectives. In addition, this research also has limitations and it was expected that other in-depth research and studies related to the online learning process in the future.

4. CONCLUSION

E-learning English for Tourism in the Room Division Management, Tourism Destinations, Food & Beverage Management, and Patisserie Management study programs ran effectively during the pandemic. The readiness of lecturers in preparing learning materials, computer equipment, internet quota fees, learning models and strategies were the main supporting factors facilitated by institution. E-learning would be more effective if it was also supported by all instruments related to the implementation of the teaching and learning process as solving problem during pandemic.

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