The perspectives of Vocational Students on Online Learning in Covid-19 Pandemic

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Abstrak

COVID-19 berdampak serius pada sistem pendidikan. Hal ini menyebabkan perubahan sistem pendidikan dari konvensional ke sistem online atau belajar dari rumah. Kurangnya interaksi yang tepat dengan guru adalah perhatian utama lain yang terkait dengan pembelajaran online. Siswa hanya berkomunikasi dengan sesamanya secara digital dan tidak pernah melihat sesama siswa secara langsung. Dengan demikian, berbagi ide, pengetahuan, dan informasi secara real-time sebagian hilang dari dunia pembelajaran digital. Tujuan penelitian ini untuk menganalisis sikap siswa SMK terhadap pembelajaran online atau learning from home yang ditujukan pada masa pandemi covid-19. Jenis penelitian ini yaitu kuantitatif. Sampel penelitian ini adalah 169 siswa pendidikan tinggi kejuruan. Metode yang digunakan untuk mengumpulkan data yaitu kuesioner. Instrumen yang digunakan untuk mengumpulkan data yaitu kuesioner melalui google form. Teknik yang digunakan untuk menganalisis data yaitu analisis deskriptif kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa pembelajaran online merupakan sistem yang tepat di masa pandemi ini bahkan sistem ini tidak efektif seperti pembelajaran konvensional. Sebagian besar mahasiswa berpendapat bahwa praktikum dapat dilakukan melalui online atau dilakukan dari rumah, sedangkan kurangnya interaksi tatap muka membuat mereka ragu-ragu untuk memahami materi praktikum. Diharapkan guru menerapkan metode belajar yang menyenangkan dalam belajar online, sehingga siswa tidak merasa bosan dalam belajar.

Kata kunci: covid-19, pembelajaran online, pendidikan vokasi

Abstract

COVID-19 has had a severe impact on the education system. It has led to a change in the education system from conventional to online systems or learning from home. Lack of proper interaction with teachers is another primary concern associated with online learning. Students only communicate with each other digitally and never see their fellow students in person, and thus sharing ideas, knowledge, and information in real-time is partly missing from the world of digital learning. The purpose of this study was to analyze the attitudes of vocational students towards online learning or learning from home aimed at the Covid-19 pandemic. This type of research is quantitative. The sample of this study was 169 vocational higher education students. The method used to collect data is a questionnaire. The instrument used to collect data is a questionnaire via a google form. The technique used to analyze the data is descriptive qualitative and quantitative analysis. The study results found that online learning is the right system during this pandemic, even though this system is not as effective as conventional learning. Most students think that practicum can be done online or from home, while the lack of face-to-face interaction makes them hesitant to understand the practicum material. It is expected that teachers apply fun learning methods in online learning not to feel bored in learning.

Keywords: COVID-19, Online Learning, Vocational Education

1. INTRODUCTION

The World Health Organization (WHO), has declared the novel coronavirus (COVID-19) outbreak a global pandemic (Padmo et al., 2020; Pratama et al., 2020; Zhou et al., 2021).

The COVID-19 pandemic, also known as the coronavirus pandemic, is an ongoing pandemic of coronavirus disease 2019 (COVID-19) caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) (Djalante et al., 2020; Joaquin et al., 2020; Wang, 2020). It was first identified in December 2019 in Wuhan, China. In Indonesia, the first cases of Covid-19 ware detected on 2 March 2020 which was confirmed by the president of Indonesia, Joko Widodo. The increasing number of Covid-19 cases was significant, the average number of the case was 100 case/day (Dewi, 2020; Muhyiddin, 2020; Syah, 2020). To anticipate the Covid-19 pandemic, Based on the letter of Minister of Education and Culture No. 4 Tahun 2020, Indonesian government closed all educational institutions and change the education system into learning from home. Indonesian minister of Education and Culture issued directives to all of education institution to doing learning from home mode or online teaching model and reschedule the ongoing exams until the COVID19 pandemic ended (Adi et al., 2021; Ibad et al., 2020; Ulfa & Mikdar, 2020).

Online learning can be effective in digitally advanced countries which is why in Indonesia it is ineffective. Indonesian is a big country, not all of Indonesian has a good access to internet connection (Fikri et al., 2021; Primasari & Zulela, 2021; Windhiyana, 2020). It makes the process of online learning or learning from home is barrier. Students who access the internet through smartphones are unable to take advantage of online learning because a significant amount of online content is not accessible via smartphones (Arizona et al., 2020; Hutauruk & Sidabutar, 2020; Napsawati, 2020). The unexpected change to online learning became a measure of organizational agility , with several academic institutions primarily focused on the transfer of educational content to the digital world and not specifically on online teaching and delivery methods (Bosshardt & Chiang, 2018; Jamaludin et al., 2020; Shodiq & Zainiyati, 2020). Lack of proper interaction with teachers is another major concern associated with online learning (Andriani & Darsikin, 2016; Nurkholis, 2021; Pujiasih, 2020). Additionally, concerns regarding any content of the online course are usually discussed with the relevant course instructor by e-mail, which requires response time. Virtual classes cannot be of interest to students who are tactile learners. Conventional classroom interaction is another major missing in online learning. Students only communicate with their fellows digitally and never see fellow students in person, and thus the real-time sharing of ideas, knowledge and information is partially missing from the digital learning world (Jamaludin et al., 2020; Jiang et al., 2021).

Vocational school faced challenges on applying this online method. Based on the vocational curriculum, it must be more practical learning then theoretical. Vocational education has different way from regular education. Vocational education aimed to prepare the students to be a professional worker (Bacca et al., 2018; Koopman et al., 2011; Nurtanto et al., 2021). Even though online education is not appropriate to vocational school, the Indonesian government have to applied this system to all of education institution in Indonesia, in order to limit the human interaction based on the covid-19 protocol (Hutomo Atman Maulana, 2021; Sangsawang, 2020; K. Syauqi et al., 2020). This phenomenon becomes a main focus of the researcher to find out the perspectives of Vocational students on online learning in Covid-19 Pandemic. A few recent research studies have explored the challenges and opportunities associated with online learning system during pandemics (Rachmat & Krisnadi, 2020; Khusni Syauqi et al., 2020). This study focusses to explore the advantages and challenges of online learning system during pandemics especially in vocational education.

Online learning will facilitate interaction between students and subject matter/materials (Hamilton et al., 2020; Hwang et al., 2020). Students can share information or opinions on various matters relating to lessons or students' self-development needs (Jiang et al., 2021; Pratama et al., 2020; Richardson et al., 2016). In addition, teachers can place

learning materials and assignments that students in certain places must do on the web for students to access (Alchamdani et al., 2020; Husain et al., 2021; Schmitz et al., 2021). By needs, teachers can also provide opportunities for students to access certain learning materials and exam questions that can only be accessed by students once and within a certain period. With e-learning activities, it is possible to develop high learning flexibility (Bali & Liu, 2018; Jamaludin et al., 2020; Hutomo Atman Maulana, 2021). In addition, teachers and students can communicate easily and quickly through internet facilities without being limited by place, distance and time (Laksana, 2020; Nambiar, 2020). Regularly or anytime communication activities can be done.

However, several factors must be considered in implementing online learning, namely choosing the internet for learning activities. The use of e-learning is very dependent on the user in viewing or assessing the e-learning (Khamparia & Pandey, 2017; Permatasari & Hardiyan, 2018; Shetu et al., 2021). The use of technology in e-learning is already a necessity. A needs analysis is needed to determine whether or not teachers need e-learning (Husain et al., 2021; Logan et al., 2021; Zhang et al., 2016). This needs analysis answers the questions that arise, namely whether the supporting facilities are adequate, are they supported by adequate funds, and whether there is support from policymakers. If based on the needs analysis, it is decided that e-learning is needed, it is necessary to make a feasibility study. In addition, teachers are also required to develop appropriate learning plans for online learning so that learning can run smoothly (Gerhardt-Szép et al., 2017; Sadikin & Hakim, 2019; Suprapto, 2019). The findings of previous studies also state that e-learning is effective in improving student learning outcomes (Ferdiansyah et al., 2020; Nainggolan & Manalu, 2021). The purpose of this study was to analyze the attitudes of vocational students towards online learning or learning from home aimed at the Covid-19 pandemic.

2. METHOD

The main purpose of this study was to find out the perspective of vocational students through the effectiveness of online learning or learning from home. The sample of this study was 169 vocational students. All of the students were vocational higher education students. The participant participated in the survey which was attending online through google form. This type of research is quantitative. The sample of this study was 169 vocational higher education students. The method used to collect data is a questionnaire. 15-items of questionnaire was administered to vocational students of Politeknik Negeri Bali, Jembrana, Indonesia. The data obtained through an online survey were analyzed by frequency of common students' responses and were stated in percentages. The data were obtained using the Likert scale and is reported in percentage of students' responses. The data were collected through online questioner which was analyzed qualitatively.

3. RESULT AND DISCUSSION

Result

The participant of this study was 169 vocational students which consisted of 54.4% (92 students) male and 45.6% (77 students) female. From the total number of participants were between 18 – 21 years old reported that 42.6% students has a good access to the internet connection, 16% has limited internet access and another 41.4% has a bed internet access. The finding of the questionnaire presented in Tabel 1.

Table 1. The result of *the Students Attitudes Regarding Online Learning*

Students' attitudes	Percentages based on the number of respondents (%)				
	Strongly Disagree	Disagree	Moderate	Agree	Strongly Agree
Students has a good internet connection	4.7	13	33.1	42.6	6.5
The price of internet data is reachable	5.9	28.4	20.1	39.6	5.9
Participants can operate computer/hand phone well in online learning	3.6	3.6	15.4	60.9	16.6
Participants feel comfortable on online communication	6.5	34.3	24.3	31.4	3.6
Online learning is an appropriate system to be applied in this pandemic	3	8.3	13	49.7	26
Online learning as effective as conventional learning	19.5	48.5	13.6	16	2.4
Online learning motivate the students to do independent learning	4.7	22.5	18.3	45.6	8.9
Participant has enough learning resources in doing online learning	2.4	7.7	22.5	62.1	5.3
Online learning could be applied in vocational school as well	4.7	17.8	33.1	40.8	3.6
Practicum class could be applied as well	13	28.4	23.7	30.8	4.1
Material in practicum class could be understood as well	11.8	28.4	30.8	26	3
Individual and group project could be accomplished as well	5.3	18.9	24.4	45.6	4.7
Online learning offer time flexibility learning	4.1	12.4	21.3	53.3	8.6
Teacher could transfer the teaching material as well on online learning	4.7	16	23.1	45.6	10.7
Conventional learning is needed in pandemic situation	10.1	23.1	26	30.2	10.7

Based on the Table 1, 42.6% students state that internet connection is not main problem in doing online learning beside 39,6% of the students report that the price of the internet data is reachable. In examining the students' qualification in operating computer/hand phone for online learning 60.9% of the students believes that they have a good qualification in operating computer or hand phone other ways only 3.6% states that they could not operate computer or hand phone as well. On the online learning process, 34.3% of the students argue that they do not feel comfortable in online communication, besides 31.4%

students do not find problems in online communication. In order to responding to the question whether online learning is an appropriate system to be applied in this pandemic, 26% of the students strongly agree with the system, it is supported by 49.9% of the students agree with the online system. In analyzing the effectiveness of the learning system, whether online or learning from home as effective as conventional learning 19,5% of the students states that they strongly disagree that online learning is same as conventional learning, 48.5% of them support that the effectiveness of the system is different. Furthermore, 45.6% of the students feel motivated to learn individually in doing online learning. The result is supported by the statement that the students do not face problems in gaining learning resources which is stated by 62.1% of the students.

In order to find out, whether online learning is appropriate to be applied for vocational students in this pandemic, 40.8% of the students believe that the system is appropriate to be applied, 30.8% of them states that practicum class could be applied as well, even 30.8% feel in doubt that material in practicum class could be understood as well. 45.6% of the students report that they confident in accomplishing individual and group project, in other hands 45.6% of the students face time flexibility in online learning gives the more chance to learn individually. Not only students' qualification is needed in online learning, teacher qualification too. In transferring the teaching material 10.7% of the students feel that the teacher could transfer the material as well, where 45.6% of the students believes that the teacher have good qualification in transferring their material online. In responding whether conventional learning is needed in pandemic situation, 10.1% strongly disagree and 10.7% of them strongly agree.

Discussion

The majority of students surveyed have doubts about online/digital learning. Lack of access to internet facilities, lack of proper interaction and contact with students and instructors, and ineffective technology are the main challenges students face (Fikri et al., 2021; Rachmat & Krisnadi, 2020; Windhiyana, 2020). The sudden shift from the traditional classroom and face-to-face learning to online learning has resulted in students' completely different learning experiences. Students must adapt to these learning changes (Napsawati, 2020; Primasari & Zulela, 2021). Most students do not have access to high-speed or reliable internet services and therefore struggle with online learning (Amalia et al., 2020; Hutauruk & Sidabutar, 2020). Students from rural areas do not have good internet facilities

Due to the limited resources of educational institutions, only a few institutions were able to introduce effective online classes during the early months of COVID-19. This study also shows additional challenges students face, such as lack of campus socialization, group study problems and instructor response times (Fikri et al., 2021; Primasari & Zulela, 2021; Shodiq & Zainiyati, 2020). Survey participants also reported that traditional classroom learning was more effective than online learning or distance education. Thus, online learning cannot provide effective results in underdeveloped countries, where most of the students cannot access the internet due to technical and monetary problems. One area of online education that is less discussed is the need for motivation for online learning. Students usually actively participate in academic activities in traditional classrooms because of their face-to-face engagement with the instructor and fellow classes. 71.4% of students reported that conventional classroom learning is more motivating than distance learning. As most students pointed out, they can manage their study time effectively online and can easily complete assignments on time, but complete courses cannot be completed online. Some students feel happy that learning activities are carried out online (Rachmat & Krisnadi, 2020; Roni Hamdani & Priatna, 2020; Widiyono, 2020). To ensure an effective and productive online program, students must adapt to the fast-paced online classes. Students also need to

have good computer and technology skills from online lectures (Kusuma, 2020; H. A Maulana & Hamidi, 2020). For such students managing study time effectively is possible, and they do not face any difficulties but when it comes to doing group assignments without face-to-face discussions with group members.

4. CONCLUSION

Based on this research, some students have good internet facilities, and some feel qualified to use a computer/laptop for online classes. Even 78.6% of respondents feel that conventional classes are more effective than online learning. Apart from technical and monetary problems, students also reported several other difficulties such as lack of interaction with the instructor, response time, and traditional classroom socialization.

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