

COLLEGE STUDENTS' PERCEPTION ON OFFLINE VERSUS ONLINE LEARNING IN THE TIME OF PANDEMIC (A QUANTITATIVE DESCRIPTIVE STUDY IN UNIVERSITAS PEKALONGAN)

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ABSTRACT

The spread of Covid-19 to Indonesia caused a change in learning at the University by switching from offline learning to online learning. This study aimed to determine college students' perceptions of their experiences in attending lectures during the pandemic with two different methods, those are offline at the beginning of the pandemic and online at a later time during the pandemic. The study used a quantitative descriptive method by conducting a survey of 369 active student respondents from all faculties at universitas Pekalongan, both male and female, and had attended offline and online lectures during the pandemic. The data obtained were processed quantitatively by using a percentage format to show the comparison of student perceptions on offline and online lectures. The results show that in general, Universitas Pekalongan students prefer to take lectures offline than online. Offline courses are considered more comfortable and meet their needs in understanding the material. They also feel more able to perform at their best when learning offline, and are more challenged to compete in academic grades with their classmates. Students' willingness to study independently outside of class hours also decreased during the online lecture period.

Keywords: pandemic, offline versus online learning, college students

INTRODUCTION

The Covid-19 outbreak began to emerge on December 31, 2019 in Wuhan City, Hubei Province, China and continued to spread until the World Health Organization (WHO) declared it as a global pandemic on March 11, 2020. The spread of Covid-19 had reached Indonesia in early 2020 and affected various aspects of community life, including in the implementation of education at universities. In the early days of the virus spread, the learning process was still carried out as usual, which was face-to-face or offline. However, in the middle of the year the Minister of Education issued a Circular Letter Number 4 of 2020 which was strengthened by Circular Letter Number 15 of 2020 about The Guidelines for Implementing Learning from Home during

the Covid-19 emergency period. The objectives of the learning from home policy include protecting school residents from the adverse effects of Covid-19, preventing the spread and transmission of Covid-19 in schools/ universities and ensuring the fulfillment of psychosocial support for educators, students and parents. This changed the learning process from offline to online.

In the distance learning guide published by the Indonesian ministry of education, it is stated that when there is a switch from offline to online learning amid an unprecedented crisis, with little experience or preparation, it will be a huge challenge for teachers and lecturers. In fact, challenges are not only experienced by teachers and lecturers but also by students. Ashari (2020) quoted the Secretary General

of the Federation of Indonesian Teachers' Union Heru Purnomo who said that in offline learning, there will be a delivery of the concept of learning and its objectives first. Then learning continues until its understanding and development. According to him, the stages did not go well in an emergency situation like now. As a result, students who are accustomed to receiving lessons offline have difficulty understanding course material by online. This also applies to education at the university level, the educational institutions that are not yet accustomed to online learning cause learning to be 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 given, students find it more difficult to ask for material that they do not understand and lack of student concentration if learning is done online (Hikmat et al, 2020).

Online learning is defined as a structured learning activity that utilizes technology with Internet-based tools and resources as a delivery method for instruction, research, assessment, and communication (Dichev et al, 2013). The implementation of online learning has several problems as summarized by Pratama & Mulyati (2020), namely low mastery of technology, limited facilities and infrastructure, internet networks, costs, and decreased motivation of teachers and students because they are bored with using this technology. Even so, online learning also has several advantages, including research from Sadeghi (2019) those are study anywhere and anytime, saving a significant amount of money, no commuting, and flexibility to choose. In several studies, it is stated that online learning can provide equivalent results to offline learning. However, Goyal (2012) states that there are several considerations in implementing online learning. Basically, learning is a

socio-cognitive activity, so not all students will be suitable for this method. Some students can feel bored quickly in front of the computer, others can assume has more freedom in learning. In the future, online learning will continue to develop as an alternative to traditional learning.

Universitas Pekalongan follows the policy of the Indonesian ministry of education to carry out a full-time online learning process for the odd semester period of the 2020-2021 academic year. Previously the learning process was carried out offline and gradually became online in the even semester period of the 2019 - 2020 academic year. A study was needed to conduct on what students felt about the two types of learning methods that had been carried out by Universitas Pekalongan as a result of the pandemic that had occurred.

RESEARCH METHOD

The method used in this research was descriptive method with a quantitative approach. The purpose of this study was not to test a hypothesis but to describe the real conditions regarding a variable which then drew conclusions about it. The variable of this study was the perception of student experiences during lectures in the pandemic time, using two different methods, those are offline lectures at the beginning of the pandemic and online lectures at a later time during the pandemic. The perceptions studied were related to the preferred lecture method preferences in general based on the respondents' experience: convenience in learning, motivation in learning, self-efficacy of learning abilities, and willingness to study outside of class hours. Everything was compared between offline and online lectures.

This research was conducted at Universitas Pekalongan and involved 369 respondents as a whole. Respondents consisted of 120 men (32.5%) and 249 women (67.5%). Respondents had represented all faculties at Universitas

Pekalongan with a diverse and disproportionate number. All respondents had experience in participating in both offline and online learning, so they can compare the process and the results of the two conditions. The research was conducted after the respondents conducted online learning for one semester.

The data collection technique in this study was to use an online survey via google form which was given randomly and without coercion Universitas Pekalongan students. It involves identifying a specific group or category of people and collecting information from some of them in order to gain insight into what the entire group does or thinks (De Leew, Hox, & Dillman, 2008). The survey questionnaire was in the form of statements in likert scale format with 5 response options, from strongly disagree to strongly agree. The survey questionnaire was divided into two parts, the first part measures respondents' perceptions during online learning, and the second part measures respondents' perceptions during offline learning. The collected data were then analyzed quantitatively to see the comparison of respondents' perceptions of the two types of learning.

FINDINGS AND DISCUSSION

The results of the survey conducted on respondents showed that 86.4% of respondents chose to do offline lectures compared to 13.6% of respondents who chose to do online.

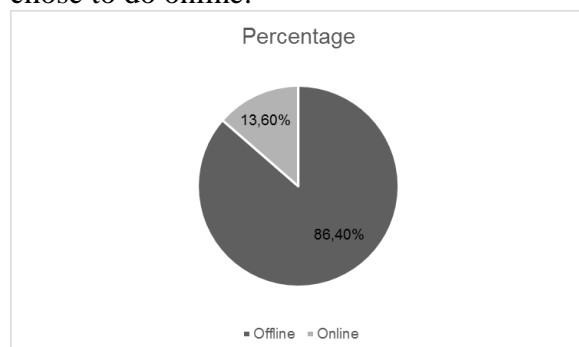


Figure 1: Comparison of Respondents' Choice of Lecture Methods

The results of this study are in accordance with research conducted by Damayanti & Rachmah (2020) which states that offline learning is considered by students to be more effective than online learning. Students prefer to do online lectures because they find it easier to understand the material due to direct communication, besides there are more interesting activities that can be done in the classroom so that students feel more focused, active and enjoy the learning process. On the other hand, online learning is considered less effective because students find it difficult to communicate with lecturers which hinders them from understanding the material well, poor internet connection problem, limited activities so that they feel bored, and are easily distracted by the surrounding environment that is not conducive to learning. This result is also relevant to research from Pratama & Mulyati (2020) which concluded that teachers and students prefer offline learning because it is more interactive.

The survey results also show that most respondents prefer to use Google Classroom (72.6%), followed by Whatsapp (26%) as online media for lectures, compared to other online media (1.6%).

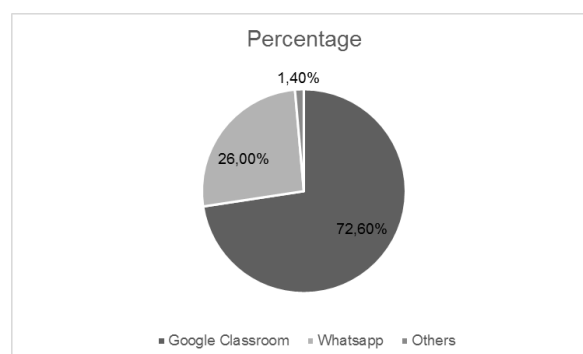


Figure 2: Comparison of Respondents' Choice of Online Media in Lectures

The use of these two online media in lectures is because respondents feel familiar in operating them and do not have to learn many new features that they are not familiar

with. Allen et al (2002) stated that students may be resistant to the use of new technology because students are not willing to familiarize themselves with new things that are considered difficult, and may not match their expectations, causing students to feel that the technology cannot completely replace their activities in the classroom. Students tend to feel the additional burden of being able to recognize unfamiliar online media used for lectures so that they find it difficult not only with the material presented by the lecturer, but also related to technical matters such as recognizing the features of the application, how to upload assignments or download material that is given by the lecturer.

The results of this study also indicate several aspects measured by the survey related to respondents' perceptions of offline and online learning. This comparison is done by surveying each respondent regarding their experiences during the offline and online learning period, and not asking them to choose between offline and online learning. Thus the percentage is not 100% because there are some respondents who feel when they are in both the offline and online learning period, also vice versa.

Table 1: Respondents' perceptions of offline and online learning

Aspects	Offline	Online
Enjoy and are satisfied with the process and get the expected mastery of the material	65,1%	25,5%
Feel confident in their ability to succeed	67,5%	24,7%
Feel quite capable of competing with his classmates to get the best score	71,5%	34,1%
Feel excited to attend lectures	78,6%	54,5%

Willingness to study independently by exploring material outside lecture hours	53,1%	33,1%
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Yilmaz, Sahin, & Turgut (2017) state that one of the most important things that affect student motivation is the ability of class management by lecturers. In general, effective classroom management can increase students' interest in learning, be productive also grab academic achievement, and the best thing is that it can prevent interruptions and distractions during the learning process. This is what makes 65.1% of students feel satisfied in the offline learning process, compared to only 25.5% of students are satisfied in the online learning process. Students feel that in the classroom they can do various things that are not possible online, such as meeting with friends, having direct discussions, and most importantly not getting distraction from the surrounding environment so they can focus on learning.

This condition then affects their self-efficacy to be able to succeed in learning, as shown in the results of this study that 67.5% of students felt confident in their ability to succeed in offline learning compared to only 24.7% of students who believed in their ability to succeed in online learning. Entwistle (1988) has since found evidence that there are two main components that can predict student academic success, those are organized study methods and active learning process. In this case, both lecturers and students are not accustomed to conducting online lectures, which makes the way of delivering the material not well organized compared to usual when doing offline lectures. In addition, the limited interaction between lecturers and students and fellow students means that there is not much activity that can be done during online learning, apart from the factor of lecturers who have not found the best way to build

interesting learning activities online. These various obstacles also affect students' confidence in being able to compete with their classmates, because they feel that their ability in online lectures is not so good as offline lectures. This was shown by 71.5% of students who felt they were able to compete in offline lectures compared to only 34.1% of students who felt they could compete in online lectures.

Even so, in general, respondents were still quite eager to attend offline and online lectures. The survey results showed 78.6% of students were excited to attend offline lectures, while 54.5% of students felt excited to attend online lectures. This shows that students do not reject online lectures, even though they are still more interested in offline lectures. Thus there are opportunities to be able to apply blended learning in lectures at Universitas Pekalongan. In fact, research from Means et al (2013) shows that online learning (the combination of studies of purely online and of blended learning) on average produces stronger student learning outcomes than learning solely through face-to-face instruction. In addition, Oftedal et al (2015) stated that students engaged in blended learning performed at least as well on theoretical exams as the on-campus students. It's just that lecturers need to be more consistent in encouraging students to study outside of class hours when they are in the online lecture period. This is because only 33.1% of students are willing to study outside of online lecture hours compared to 53.1% who are willing to learn outside of offline lecture hours. The reason is related to the pandemic, where currently students are unable to join study groups to be able to study with their friends, thereby reducing enthusiasm for learning.

CONCLUSIONS

Based on the results of data analysis, it can be concluded that in general the students at Universitas Pekalongan prefer to use offline learning than online learning.

However, not all students rejected online learning. This shows that it is possible to do blended learning in the future. As a consideration in conducting blended learning in the future is the need for a deeper introduction to the applications used in online learning, so students can adapt quickly and are ready to take part in online learning. This needs to be considered because there is a decrease in student self-efficacy due to being unfamiliar with using online learning applications, so they feel they cannot show their best ability to compete academically with their classmates. This condition also causes student motivation to decrease, which is shown by the reduced study time outside of class hours while taking online lectures. Thus, lecturers need to consistently provide motivation to students so that they can maintain their enthusiasm for learning in the time of pandemic.

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