

STUDENT RESPONSES TO THE ONLINE LEARNING PROCESS FOR CAPITA SELECTA EDUCATION MANAGEMENT COURSES

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ABSTRAK

Penelitian ini terfokus pada mata kuliah Kapita Selektta Manajemen Pendidikan yang dilakukan lewat daring. Tujuan dari penelitian ini adalah untuk mengetahui respon mahasiswa sebelum dan sesudah mengikuti perkuliahan secara daring, terutama terkait efektif dan efesiensi mata kuliah daring serta tanggung jawab mahasiswa dalam mengerjakan tugas melalui daring. Pelaksanaan kegiatan daring ini hanya dilakukan selama 12x pertemuan dan 2x pertemuan dilakukan secara tatap muka. Penelitian ini menggunakan metode kuantitatif. Teknik pengumpulan data dilakukan melalui angket google form dan dilanjutkan dengan analisis data deskriptif kuantitatif. Diperoleh hasil bahwa bahwa pembelajaran daring cukup efektif dan efisien untuk menggantikan perkuliahan secara tatap muka. Pembelajaran daring meningkatkan semangat dan tanggung jawab dalam mengerjakan tugas secara on time pada mata kuliah Kapita Selektta Manajemen Pendidikan. Pembelajaran daring dapat dijadikan alternatif untuk mengatasi permasalahan efektif dan efesiensi pertemuan antara dosen dengan mahasiswa.

Kata Kunci: *pembelajaran daring, kapita selekta, manajemen pendidikan.*

ABSTRACT

This research focuses on the Kapita Selecta Education Management course which is conducted online. The aim of this research is to find out student responses before and after attending online lectures, especially related to the effectiveness and efficiency of online courses and student responsibilities in doing assignments online. The implementation of this online activity was only carried out for 4x meetings and 12x meetings were conducted face-to-face. This research uses quantitative methods. Data collection techniques were carried out through a google form questionnaire and continued with quantitative descriptive data analysis. The result is that online learning is quite effective and efficient to

replace face-to-face lectures. Online learning increases enthusiasm and responsibility in doing assignments on time in the Kapita Selecta Education Management course. Online learning can be used as an alternative to overcome the problem of effective and efficient meetings between lecturers and students.

Key Words: *online learning, capita selecta, education management.*

INTRODUCTION

Higher Education (PT) has an obligation to provide educational services for students in accordance with the demands of the times. The era of globalization and the industrial revolution 4.0 such as currently requiring all universities to provide services using digital technology in learning. Provision of educational services using technology digital technology aims to make it easier for students to access lecture-related materials, so that students can study anytime and anywhere. This is in accordance with the Republic of Indonesia Law No 20 of 2003 concerning the National Education System, Law no. 12 of 2012 concerning Education and Regulation of the Minister of Education and Culture Number 109 of 2013 concerning Implementation of Distance Education in Higher Education, RI Law No. 20 of 2003 on the National Education System and Law no. 12 of 2012 concerning Higher Education and Regulation of the Minister of Education and Culture Number 109 of 2013 concerning Implementation of Distance Education in Higher Education. Which one in Permendikbud No. 109 of 2013 states that one of the scopes of distance education namely the scope of the course. Through the online learning system (SPADA Indonesia program) will increase equitable access to quality learning in higher education especially providing opportunities for students from one particular university to be able to take certain quality courses from other universities and their learning outcomes can be recognized equally by the college where the student is enrolled.

There is one key difference between a successful eLearning course and one that misses its mark: planning. High quality eLearning courses that offer the best possible eLearning experience for the learners involve a great deal of preparation, organization, and planning. Note, that all these take place even before the first word of content is created or the first image is chosen. The truth is that there are so many things to consider during the eLearning course preparation process that it can be a bit overwhelming, especially for those who are relatively new in the eLearning industry. The good news is that there are tips that can help make this task much less daunting.

Regarding this online learning, not all lecturers in Indonesia are still available use it. At Unesa (Surabaya State University), not all lecturers and lecturers students (Setiawan, 2019); (Rimbarizki, 2017); (Isman, 2016); (Jamaluddin et al., 2020); (Rusdiana & Nugroho, 2020) optimally use online learning even though it is from the campus has provided a special link, namely the Unesa Virtual Learning (Vinesa) link. Based on the results of the research entitled "Response to Online Learning for Students" Students of the Indonesian Law introductory Course, it was found that the development of online lectures on introductory Indonesian law courses using teaching materials that are practical and easy to understand by law undergraduate students through several stages, starting from mapping, implementation, online media creation and evaluation

through assignments. The online implementation requires an evaluation of college preparation as well requires evaluation from students (Rusdiana & Nugroho, 2020). Not even just on among students, digital learning can also be of interest to elementary school students and found the results that digital learning can improve language skills regions through digital folklore in elementary school students (Ayu et al., 2021).

The similarity of the research is that they both look at the student's response after participate in online learning. The difference from previous research is regarding readiness of universities for digital challenges as well as different types of courses. Eye The Capita Selecta Course in Education Management is one of the elective courses in the Islamic Religious Education Study Program. This course is only available in 2017. This year is the 3rd year of the course. During 2 teaching times, both were done 100% face to face. In this 3rd year, development is carried out by carrying out online learning for 4 meetings. The goal is to find out the response students related to online learning both from effectiveness and efficiency, responsibility students in doing assignments online.

RESEARCH METHOD

This research uses quantitative methods. The data collection technique was carried out through a google form questionnaire and continued with quantitative descriptive data analysis. This study took data as many as 37 students from the R4 class of Islamic Religious Education who took the Kapita Selecta Education Management course. This research was conducted in May 2022. Online learning was conducted 12x.

RESULTS AND DISCUSSION

The results of the responses from this study were from 37 students who gave responses. The questionnaire consisted of 37 students. The results of the data obtained related to the effectiveness and efficiency of online learning can be seen in table 1 below:

Table 1. Effective And Efficiency Of Online Learning

No	Question	SS	S	TS	STS
1	Online learning more effective than class face to face	3	24	10	0
2	Online learning more efficient	1	25	11	0

In table 1 above, it can be said that online learning is quite effective and efficient instead of face-to-face meetings. There are students who do not agree to express that not 100% of students agree with the implementation of online learning, because students still want a face-to-face meeting. Meanwhile, related to the responsibility of doing tasks through online learning activities can be seen in table 2 below:

Table 2. Responsibilities In Doing Assignments Online

No	Question	SS	S	TS	STS
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1	More enthusiastic about doing the task through online learning	4	25	8	0
2	Online learning makes more responsible for the work duty	2	26	9	0
3	Anticipating online learning work on time/right time	7	24	6	0

In table 2 it can be shown that online learning increases enthusias m students in doing course work on time.

Implementation of online learning for capital selecta education management courses

Online learning is a learning activity that is carried out online. This online learning activity is to get around if face-to-face learning cannot be done. Online learning in this study is still in the form of blended learning. Online learning is only carried out for the remaining 12 times, meetings are held face-to-face. At every meeting online, students are given materials and assignments. Assignments are given a time limit for collection on the same day.

Online learning requires the readiness of RPS (Semester Learning Plan), mature teaching materials, both in the form of PDF (Portable Document) format, PPT (Power Point) or learning videos that support students more quickly understand the material and help to be able to do learning assignments online to the fullest (Rimbarizki, 2017); (Setiawan, 2019); (Lestari & Dewi, 2021); (Rusdiana & Nugroho, 2020).

Based on the data obtained regarding the effectiveness of online learning, namely: 1) A total of 78.2% of students agree that online learning is effective and 16.4% do not agree effective online learning, 2) as many as 65.9% of students stated that online learning was more efficient than classroom learning and 32.7% did not agree that online learning efficient online. This shows that online learning is quite effective and efficient for students replace face-to-face learning, but not all students agree to do online learning. A small number of students still like learning face to face.

Regarding giving assignments online, it was found the following data: 1) As many as 72.7% of students were more enthusiastic in doing assignments and 14.5% did not agree that online learning made them more enthusiastic about participating in learning, 2) 80% of students stated that online learning students are more responsible in doing questions and 16.4% of students do not agree that online learning makes students responsible for doing assignments for the capital selecta education management course, 3) as many as 76.4% of students agree with the statement that online learning can anticipate delays in collecting assignments on time and 10.9% of students do not agree that online learning makes students on time to do assignments.

Based on the data obtained, it can be concluded that online learning for students is quite effective and efficient (Yuhdi & Amalia, 2018); (A.N et al., 2019); (Rusdiana & Nugroho, 2020) to replace face-to-face meetings, but not 100% of all students agree with online learning (Rimbarizki, 2017); (Rusdiana & Nugroho, 2020). This is in accordance with the results of research findings from Rusdiana and Nugroho (2020) that there are no students who choose learning to be done

entirely online. Students generally choose the answer that online learning activities are carried out 50%-50% with face-to-face learning. In addition, there is an increase in student motivation when participating in online learning (Yuhdi & Amalia, 2018); (Khusniyah & Hakim, 2019); (Rusdiana & Nugroho, 2020). In this study, the motivation that increased the most was student motivation in doing coursework on time via online.

CONCLUSION

The conclusion of this study is that online learning is quite effective and efficient to replace face-to-face lectures, online learning increases enthusiasm and responsibility in doing assignments online in the subject of capital selection, education management and online learning can be used as an alternative to overcome problems effectively and efficiently meeting between lecturers and students.

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