

# STUDENTS FEEDBACK TO ONLINE LEARNING ON PRACTICE COURSES

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## Abstract

This study aims to determine students feedback to the application of online learning on practical courses in the Education Technology Study Program. This research is a descriptive research with a quantitative approach. The research instrument used in the form of questionnaires and interviews. Of the 104 respondents who filled out the questionnaire, as many as 88 respondents (86.3%) still wanted a synchronous meeting in the form of a webinar tutorial. The results of the interviews showed that the application of online learning in practical courses received a positive response from the majority of respondents, but the implementation time and learning assessment received a negative response.

**Keywords:** online learning; practice courses; students feedback

## INTRODUCTION

Each study program at each tertiary institution has a graduate profile. Each graduate profile is described in the form of competencies that must be possessed by each graduate. Competence is a more limited form of learning outcomes. The learning outcomes assigned to a graduate profile can be achieved at multiple levels, even in various ways, and the results can be measured in various ways (KKNI, 2015). With the competencies that students have mastered while attending lectures in certain study programs, later they can actualize the knowledge they have mastered in their respective work fields (Lestari, et al., 2021).

The formulation of learning outcomes must be guided by the Indonesian National Qualifications Framework (KKNI) and the National Higher Education Standards (Wahyu, et al., 2020). Each item in the formulation of graduate learning outcomes contains abilities that must be possessed and study material that students must learn (Junaidi, 2020). The abilities that students must have are not only in the cognitive domain, but also include the affective and psychomotor domains. While the study material is obtained from the fields of science that make up each study program.

The formation of courses is based on several learning achievement points given to them (Junaidi, 2020). Thus each course has different characteristics. The differences in the characteristics of each subject are not only influenced by

the study material, but are also caused by differences in the levels and domains of competence contained therein. Even if one subject is dominated by the level of ability in one particular domain, ideally it should contain three domains of ability, namely: knowledge, attitudes and skills.

The characteristics of practical courses are certainly different from theoretical courses. Practicum courses are more burdened by psychomotor skills or abilities. Practicum courses are closely related to practicum activities which carry out a series of practicum activities (steps) (Cikarge & Utami, 2018). Practicum courses require students to do something or perform in order to be able to master certain competencies. One of the factors for student success in taking practical courses is the role of the supervising lecturer who is totality in accompanying students during practice (Mubarok, et al., 2021). Therefore, practical courses require special attention and guidance.

The Universitas Terbuka Faculty of Teacher Training and Education (FKIP) Bachelor of Educational Technology Study Program has six practical courses to support the competency of its graduates. All practical courses are presented through online learning. So far, the online communication model used to facilitate student learning is synchronous communication presented in the form of online tutorials with e-learning applications. During asynchronous learning, almost 50% of students enrolled in practical class classes did not pass. Problems in the implementation of practical courses conducted online by students of the Educational Technology Study Program occur every semester. Obstacles that are often encountered in online learning include technical obstacles that arise because students do it from their respective homes, and delivery of material in online learning cannot be fully absorbed by students (Marifa, 2021).

Based on the evaluation results of Tanhidy (2017) it was concluded that the implementation of practical course learning in face-to-face learning has several problems or obstacles. Some of the difficulties faced by both students and lecturers in practicum courses are: (1) Submission of practicum material is still rigid. This is due to the lack of mastery of practicum material by lecturers; (2) Fear of getting into some difficult parts of the material. Fear arises from a lack of preparation and practical experience; (3) Feelings of laziness experienced by students to go and do practice. This is closely related to the attitude and willingness of students to carry out practice; (4) Lecturers find it difficult to master the learning model so they forget the sequence of steps that must be carried out. Mastery of a learning model requires a long time to memorize and understand it; (5) Students feel the time needed is too long, so they cannot pay attention properly; and (6) Lack of simulation in class.

Learning that has gone through developments ranging from conventional or face-to-face learning to learning with the help of communication and information technology which is then better known as online learning (Marifa,

2021) is still encountering problems. Conventional learning that provides opportunities for lecturers and students to meet face to face still often encounters obstacles in the implementation of practical courses. What about online learning that provides distance between lecturers and students? This study aims to find out the feedback of students of the Educational Technology Study Program after completing practical courses in online learning using the asynchronous communication model through the Online Tutorial along with the synchronous communication model through the Webinar Tutorial.

## **METHODOLOGY**

This research is a descriptive research with a quantitative approach that aims to reveal something as it is (Putra, 2016). In this descriptive study using a survey method. The initial stage is carried out by first elaborating the theory to obtain variables, criteria and indicators for variables related to research problems (Mukhid, 2021). So quantitative descriptive research in this study is to see, review and describe with numbers about the object under study as it is and draw conclusions about it according to the phenomena that appear at the time the research is conducted (Putra, 2016; Mohajan, 2018).

This research was conducted at the Undergraduate Program in Educational Technology with student respondents who had completed practical courses. A total of 104 students became respondents in this study. The data collection technique was carried out by providing a link to a questionnaire containing several questions to all respondents and interviewing 22 respondents who were selected based on demographic representation.

The process of analyzing the research data begins with collecting data from questionnaires that have been filled in by respondents and the results of interviews (Zohrabi, 2013). The next stage after the data is collected, data reduction is carried out by sorting the data into certain conceptual units, certain categories, and certain themes (Rijali, 2019; Mezmir, 2020). The results of data reduction are processed in such a way as to make the figure more complete, then presented in tabular form.

## **FINDINGS AND DISCUSSION**

Based on data from the questionnaire instrument which was filled out by 104 respondents and interviews with 22 student respondents, the following results were obtained:

### **1. Questionnaire Results**

Of the 104 respondents involved in this study, they came from seven different regions. The majority of respondents, as many as 65 respondents came from Java Island. A total of 24 respondents came from Sumatra Island, 7 respondents came from Kalimantan Island, 5 respondents came from Sulawesi

Island, 1 respondent came from Bali Island, 1 respondent came from Madura Island, and 1 respondent came from Luar Negeri. While the type of work of each respondent was different.

**Table 1. Type of Work and Domicile of Respondents**

Work	Domicile							Total
	Bali	Jawa	Kalimantan	Foreign	Madura	Sulawesi	Sumatera	
Not Yet Working		3					5	8
Teacher	1	29	4	1		4	10	49
Employee		19					5	24
Farmer							1	1
Education Staff		5	2		1			9
Self-employed		9	1			1	2	13
Total	1	65	7	1	1	5	24	104

The majority of respondents, as many as 49 respondents worked as teachers. A total of 24 respondents worked as Employees, 13 respondents worked as Entrepreneurs, 9 respondents worked as Education Personnel, 8 respondents Not Yet Working, and 1 respondent working as a Farmer.

**Table 2. Responses to Webinar Tutorial Duration**

Work	Webinar Tutorial Duration			Total
	Enough	Very Enough	Not enough	
Not Yet Working	5	3		8
Teacher	31	13	5	49
Employee	12	9	3	24
Farmer		1		1
Education Staff	8	1		9
Self-employed	8	4	1	13
Total	64	31	9	104

The Bachelor of Educational Technology Study Program provides a Webinar Tutorial service to guide students who are taking practicum courses in synchronous form for two hours. The majority of respondents, namely as many as 64 respondents, felt that they had had enough of the two-hour Webinar Tutorial service.

**Table 3. Choice of Tutorial Service Forms**

Work	Tutorial Service Form				Total
	Online Tutorials	Webinar Tutorials	Online Tutorials and Webinar Tutorials	Face to Face Tutorials	
Not Yet Working	3	1	3	1	8
Teacher	11	8	27	3	49
Employee	3	4	13	4	24
Farmer				1	1
Education Staff			7	2	9
Self-employed	1	1	11		13
Total	18	14	60	11	104

As many as 31 respondents felt it was sufficient, while 9 respondents felt it was lacking. Those who feel they don't have enough time have a background in the work of teachers (5 respondents), employees (3 respondents), and entrepreneurs (1 respondent).

For now, the forms of learning provided by the Educational Technology Undergraduate Study Program are Online Tutorials and Webinar Tutorials. Although the majority of respondents, as many as 60 respondents had this service, 18 respondents only chose Online Tutorials and 14 respondents chose Webinar Tutorials. A total of 11 respondents chose Face-to-Face Tutorials as a form of practical course lectures. Those who choose Face-to-Face Tutorials (Conventional Learning) find it difficult to practice without being directly accompanied by a lecturer.

**2. Interview Results**

Interviews conducted with 22 respondents obtained the result that the majority of respondents considered it necessary to provide online tutoring services. At least, the form of synchronous service can help students who experience problems or difficulties when doing practice. The presence of lecturers directly in online learning provides more motivation to students. As revealed by Nurlatifah (2021) that online learning provides positive motivation even though it is faced with several challenges. Online learning cannot replace conventional education methodologies but can further build an effective conventional education system (Lin & Chen, 2017; Dhawan, 2020; Shukla, et al., 2020).

While the obstacles experienced by students while taking practical courses through online learning are related to time management. As stated by Putra et al. (2021) that the instructions given by the lecturer in the form of assignments are very difficult and very numerous, so it is constrained in processing time. This happens because the majority of students are already working. Likewise,

the time scheduled by the lecturer for the Tutorial Webinar meeting often coincides with work time. Often students attend synchronous meetings but do not pay attention to the material presented by the lecturer. The concentration of students is more on the work being done at work. For those who work as Employees and Education Personnel, when they have to leave work they are worried about being scolded by the leadership. And vice versa, when you are not present at a synchronous meeting you are worried that it will affect the value of attendance in lectures. The value of attendance at the Tutorial Webinar meeting is felt to be burdensome for students. The presence of students in the Tutorial Webinar meeting should not affect the final grade of the course.

In addition, as discovered by Nuzuli & Astria (2021) that an unstable internet connection is also an obstacle in online learning, because it makes the learning process not optimal. This was also expressed by students who came from remote or suburban areas. Webinar tutorials that use video conferencing applications require internet access that is good enough so that the sound and images displayed are of good quality too. Often the guidance of the Webinar Tutorial does not run smoothly, and the information conveyed by the lecturer cannot be received properly.

## **CONCLUSION**

Many students choose practicum guidance services in the form of Online Tutorials and Webinar Tutorials. Even though it is not provided by the Educational Technology Study Program, some students want guidance services in the form of Face-to-Face Tutorials. The presence of lecturers directly provides motivation and can help students solve problems directly. However, many students objected to the value of attendance at the Tutorial Webinar meeting. They don't want to be obligated to follow a synchronous guide in the form of a Webinar Tutorial. Not all students are in areas with good internet access. For students who are in remote or suburban areas, it is certainly difficult to follow the Webinar Tutorial guidance. And this is considered unfair if attendance at the Webinar Tutorial guidance contributes to the final grade of the course.

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