

# Satisfaction Levels of Ecotourism Innovations Course During the Global Pandemic

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**Abstract.** Education is one of the most important factors in shaping a nation's civilization. Education will give birth to new changes and discoveries in the field of science and technology. Factors that have an important role are the existence of a supportive learning ecosystem. The most important objective of this study is interdisciplinary collaborative facilitation that has a degree of flexibility that provides access to knowledge resources so that it can document new sources of knowledge that are easily accessible. Learning ecosystems are required to develop expertise, knowledge and give birth to new things and need to be supported by adequate learning space. For students to have motivation in the learning process, the methods used in the learning process must be updated according to students' interests, intelligence and learning styles. One way to use appropriate learning media is for students to be more active or play a lot of roles in the learning process, including E-learning programs. The strategy of using e-learning to support the implementation of the learning process is expected to increase the absorption of students on the material taught, namely: increasing active participation of students, improving students' independent learning skills, improving the quality of education and training materials, increasing the ability to display information with technological devices information, expanding the reach of the teaching-learning process using computer networks, not limited to space and time. The results of the study using questionnaires indicate an active participatory level and can improve student learning abilities. The results of the analysis show that the students' satisfaction level with the learning process are: Online assignments are relevant with RPKPS (K6) (76, 3.8), the lecturer gives the assignment/quiz score in a short amount of time. (76, 3.8), the registration process on eLearning is easy (79, 3.95).

**Keywords:** *Innovative, Learning Ecosystems, Learning spaces.*

## 1. INTRODUCTION

The strategy of using e-learning to support the implementation of the learning process in this time of global covid-19 pandemic is expected to increase the students' understanding towards the material being taught; increasing active participation of the students; improve the students' independent study skills; improve the quality of education and training materials, improve

the ability to display information with better information technology devices, which is difficult to do with ordinary conventional devices; expanding the reach of the teaching-learning process using computer networks, which does not bound to place and time factors. To achieve the aforementioned things above, in the development of an e-learning application, it is necessary to emphasize, that the material displayed must support the delivery of correct information, not only prioritizing the visual beauty aspect of the program; but what needs

to be considered carefully are the teaching and learning techniques used; as well as emphasizing on the student's progress evaluation techniques and student progress data storage.

The problem that often arises in the teaching process in this time of global covid-19 pandemic is the absence of learning support facilities that can be accessed anytime and anywhere by students, which hinders the learning process between the lecturers and the students. Currently, educators and students only carry out the teaching and learning process during the lecture time. After that, no more communication takes place between the two parties, this has become a continuous pattern; thus the need for an evaluation.

Students who are unable to attend lectures will certainly miss the lecture material and the access to important information provided by educators or lecturers. Such important information can be of quiz schedules, daily tests, or assignments, which will hinder the effectiveness of the teaching and learning process. In addition to the problems faced, there are also the absence of online learning material management facilities, the absence of discussion space between students and course lecturers to discuss the subject matter outside of lecture hours, the absence of quizzes and exams for students who are unable to attend class, and the lack of notification of other important information.

Based on the above background, researchers need to come up with an innovative learning system that can facilitate practical communication during the time of covid-19 pandemic which will make it easier for teachers and students to carry out the learning process effectively. The learning ecosystem needs to be backed by an adequate learning space, namely interdisciplinary collaborative facilities that are flexible and able to provide access to the sources of knowledge so that they can document the usage of the new source of knowledge that is easily accessible. The effectiveness of learning in the form of web-based e-learning applications is the answer to fulfill the needs above, because currently, the learning process is no longer limited by space and time, and as long as access to the internet is available, the learning process can take place anywhere and anytime.

One of the implementation strategies to the innovative learning ecosystem in the time of global covid 19 pandemic is encouraged through 1) out-come-based education, 2) focus on learning processes, 3) flipped classrooms, 4) visual-based learning, student-centered learning, and 6) provision of learning space (PIKA - February 2018). This learning ecosystem needs to be backed by a supportive and adequate learning space, namely an interdisciplinary collaborative facility that has a level of flexibility that can provide access to sources of knowledge so that it can document it into a new, easily accessible source of knowledge. In this

condition, the learning ecosystem is required to develop expertise, knowledge, and create new things, which needs to be supported by an e-learning program and adequate learning space for the learning process.

The learning process of e-learning and learning space is made to answer the unaccommodated use of laboratory facilities in the facility space in the form of an outdoor field laboratory. This e-learning application will make it easier for teachers and students to carry out teaching and learning activities by standardizing learning materials, being able to take quizzes or exams online even if they are unable to attend the class, and avoid missing the learning material and other important information. Based on the problem, this e-learning program wants to raise the problems into research and studies in the even semester of the 2018/2019 academic year

The e-learning implementation program through the use of learning space in Universitas Gadjah Mada is a facility that creates an innovative learning ecosystem so that the learning ecosystem can contribute to the quality of education, even in the middle of the covid-19 pandemic. Quality education will encourage creativity and more knowledge on analytical skills, problem-solving, literacy skills, cognitive skills, interpersonal skills, network building, and other social skills. The implementation of the learning process through e-Learning has been carried out through e-learning implementation grants.

## 2. ANALYSIS AND DISCUSSION

The method development carried out in this study is descriptive qualitative by conducting a case snapshot assessment in the tourist destinations. This method allows researchers to describe and extend the findings from one method to another, where one data collection strategy helps build another data collection strategy. The research is located in Pulesari Hamlet and Pancoh Hamlet in Girikerto Village and Donokerto Village, the two villages are tourism villages and are examples of the Monitoring Center Sustainable Tourism Observatories (MCSTO) program which appointed Gadjah Mada University Yogyakarta as the monitoring center in these destinations.

Sampling and determination are important things in all types of research to see the suitability of the population situation. A good sample is an accurate (unbiased) and precise sample (low sampling error) that provides research conclusions following the expected objectives [1]. The sample in this study was taken from the number of students in the even semester of the 2018/2019 class who took the Ecotourism Business course. The sample then fills in a questionnaire with a predetermined format through google form that has been determined by PIKA (Center for Innovation and

Academic Assessment).

The questionnaire technique was chosen to collect information about the variable level of student satisfaction in responding to ecotourism course material. The questionnaire method is a series of lists of questions arranged systematically to be filled in by

respondents. The instrument uses a format rating scale or summated ratings (Likert), which allows researchers to use a measurable questionnaire. The alternative response to the subject statement uses the interval type on a scale of 5 as follows.

Table 1. Five point interval Linkert Scale

(±)/0	Scale				
	1	2	3	4	5
Statement (Favorable and Unfavorable)	Never	Seldom	Sometimes	Often	Always
	None	Few	Small Part	Large Part	Whole
	Do not Know	Little Knowledge	Some Knowledge	Know	Very Well Know
	Very Unsuitable	Not Suitable	Suitable Enough	Suitable	Very Suitable
	Very Useless	Useless	Useful Enough	Useful	Very Useful
	Not Involved	Forced Involvement	Following Along	Invited by Others	Own Awareness

Source: Rai Utami and Eka [2]

The success of the e-learning program that will be applied to the course is closely related to the consistent and integrated efforts of students, faculty, facilitators, support staff, and administrators. An effective analysis of the learning needs of the Ecotourism course in the Master of Tourism Studies Program in the Universitas Gadjah Mada Postgraduate School starts with planning and focuses on the needs of the learning material and students' needs. The success of the e-learning program is closely related to the level of learning needs and topics that will be developed consistently and integratively by the students, faculty, facilitators, support staff, and administrators.

The strategy of using e-learning to support the implementation of the learning process is expected to increase the students' understanding towards the material being taught; increasing active participation of the students; improve the students' independent study skills; improve the quality of education and training materials, improve the ability to display information with better information technology devices, which is difficult to do with ordinary conventional devices; expanding the reach of the teaching-learning process using computer networks, which do not bound to place and time factors.

To achieve the aforementioned things above, in the development of an e-learning application, it is necessary to emphasize, that the material displayed must support the delivery of correct information, not only prioritizing the visual beauty aspect of the program; but what needs

to be considered carefully are the teaching and learning techniques used; as well as emphasizing on the student's progress evaluation techniques and student progress data storage. Material from education and training can be taken from valid sources, and with e-learning technology, materials can even be produced based on sources from tourism experts and scientists.

The concept of the e-Learning development plan that will be developed in this ecotourism business course is the concept of interacting and collaborating. Bates states that technology can increase in quality and reach if it is used wisely for education and training, and has a very important meaning for seeing interaction and collaboration. Romiszowski & Mason predict the use of Computer-based Multimedia Communication (CMC) as a way of delivering e-learning material to be synchronous and asynchronous. Synchronous means that lecturers and students interact in real-time. Delivering material asynchronously means it is not simultaneous, lecturers deliver instructions via video, computer, or other, and students respond at a later time.

Table 2 Classification of Learning Material Delivery and synchronous and asynchronous Grouping

Number	Device Name	Synchronous	Asynchronous
1	Video	Video conferencing	Videotape, Broadcast video
2	Audio	Audio conferencing	Audiotape, Radio
3	Data	Internet chat, desktop videoconferencing	E-mail, CD-ROM

Source: Developed analysis, 2019

An integrated approach as in the example above, a lecturer who teaches a course can carefully select the various technologies that will be used so that it can fulfill the needs of students in understanding the material effectively and economically. Following the global development and advances in communication technology, distanced education is accommodated in the National Education System, as a new paradigm of education. This distanced education can be held in all paths, levels, and types of education which provide educational services to community groups who cannot attend face-to-face or regular education.

Forms of real-time interactions can be done, for example in a chat room, direct interaction with real audio or real video, and online meetings through online lecture materials. Activities that are not real-time can be done with mailing lists, discussion groups, newsgroups, and bulletin boards. In this way, the interaction between

lecturers and students in a class during the pandemic may be replaced even though it is not 100%. Forms of materials, exams, quizzes, and other educational teaching methods can also be implemented into e-learning programs, such as lecturer's materials made in the form of presentations on the web and can be downloaded by students. Likewise, exams and quizzes made by lecturers can also be done in the same way. Administrative completion can also be completed directly in one registration process, especially if supported by the online method. The results of the level of students' satisfaction in participating in the E-learning program show an active role, especially in their role for interactive discussions through the discussion room, all students have their respective accounts in developing the subject matter in the discussion room,

Table 3. The level of student satisfaction in responding to lecture material

Number	Lecture Material	Total	Average
1	Lecture materials with eLearning are relevant to the RPKPS (K1)	78	3.9
2	Lecture materials with eLearning make it easier for me to achieve competencies according to the planned learning outcomes. (K2)	73	3.65
3	Lecture materials with eLearning make me more enthusiastic about learning. (K3)	71	3.55
4	Lecture materials with eLearning (in the form of documents / images / videos / multimedia) have an attractive appearance / design. (K 4)	72	3.6
5	All lecture materials with eLearning (for this course) are easily accessible. (K5)	75	3.7
6	Online assignments are relevant with RPKPS (K6)	76	3.8
7	Online assignments make it easier for me to achieve competencies according to the planned learning outcomes. (K7)	74	3.7
8	Online assignments make me more enthusiastic about learning. (K8)	70	3.5
9	Lecturers provide constructive feedback on my assignments / online quizzes.	72	3.6
10	The lecturers provide feedback (for example, comments) on the assignment/quiz in a short amount of time so that I could fix my shortcomings.	73	3.65
11	The lecturer gives the assignment/quiz score in a short amount of time.	76	3.8
12	Online assessment/Quizzes are easy to find and access.	73	3.65
13	Online discussion is relevant to the topic of the course.	72	3.6
14	Online discussion makes it easier for me to achieve competencies according to the planned learning outcomes.	69	3.45
15	Online discussion makes me more enthusiastic about learning.	67	36.5
16	Lecturers provide constructive feedback on the online discussion.	72	36
17	Lecturers provide feedback on the online discussion in a short amount of time.	72	36
18	Online discussion is easy to access.	74	3.7
19	eLearning features are easy to understand.	76	3.8
20	eLearning features are easy to operate.	76	3.8
21	eLearning can be accessed easily within UGM environment.	77	3.85
22	eLearning can be accessed easily outside of UGM environment.	77	3.85
23	The registration process on eLearning is easy.	79	3.95

Source: Analysis, 2019

### 3. CONCLUSION

The implementation of the E- Learning program is based on instruction at a certain distance, creating an additional challenge because students are often separated from shared backgrounds and other interests, so they have to rely on technical relationships to bridge the gap between students in the classroom.

The process of E-learning system for the academic community (Elisa) is a learning management system that is useful for helping academicians to carry out learning via the internet in this time of global covid-19 pandemic.

As a pioneer of higher education in the context of education, the main role of students is to learn successfully, which is an important task, so they need to be supported by a good environment and requires motivation, planning, and the ability to analyze using the best instructions or modules. All learning materials can be accessed easily even during the covid-19 pandemic.

The results of the analysis show that the students' satisfaction level with the learning process is: Online assignments are relevant with RPKPS (K6) (76, 3.8), the lecturer gives the assignment/quiz core in a short

amount of time. (76, 3.8), the registration process on eLearning is easy (79, 3.95). The results show that there is a level of satisfaction in the ecotourism learning process during the global covid 19 pandemic.

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