

# Learning Innovation and Design for ESP in Tourism Subject Course Based on the Independent Campus Policy in New Normal Era

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## ABSTRACT

The existence of the COVID-19 pandemic has greatly impacted various aspects of human life which includes aspects of health, economy, social, culture, as well as the education sector. This online learning requires higher vocational education to transform learning technology in a short time. The application of online learning requires readiness for both parties, either from education service providers or from students themselves. The fact is that not all lecturers have the opportunity to take part in the e-learning training that was held previously because the number of participants participating in the training is limited. Therefore, various educational innovations must be carried out by ensuring that teaching and learning activities can still run effectively even though they are carried out at home. This article aims to discuss learning innovations in independent learning of independent campus (MBKM). This research is a type of qualitative research where the data is obtained primary and secondary. Data collection is more dominant through literature studies and observations carried out on the perception of students and lecturers who carry out the learning process during this pandemic. Ensuring that learning is fun, full of meaning, generates creativity, critical thinking, and is able to make students independent is certainly not an easy matter. The foresight of lecturers in making designs and methods that are able to attract students to continue to be enthusiastic about learning is highly required. Student creativity is also required to overcome various problems such as limited quotas and signals. Collaborative, innovative and experimental learning model, one of the learning models in MBKM is project-based learning. Project-based learning is a learner-centered learning model to conduct an in-depth investigation of a topic. Students constructively carry out deepening learning with a research-based approach to serious, real, and relevant problems and questions. The management of project-based learning in the Covid-19 pandemic period is determine time management, prepare the technology needed, study seriously, and maintain communication with teachers and classmates.

**Keywords:** *innovation, online learning, MBKM, new normal*

## 1. INTRODUCTION

The COVID-19 pandemic has an impact on various sectors of life such as the economy, social, including education, as stated by the United Nations Educational, Scientific and Cultural Organization (UNESCO) [1-2]. Education is the sector that adapts the most in implementing learning services, the entire learning system is shifted from the face-to-face learning system to an online or online system [3-4]. Tam and El Azar [5] stated that all parties and elements involved in the world of education experienced the same impact as the current state of the Pandemic. Therefore, all parties concerned are thinking about how to prevent the world of education from stopping because of this pandemic.

The consequence of physically closing educational institutions and replacing them with learning from home as per government policy is a change in the teaching and learning system [5-6]. Studying at home can be focused on life skills education, including the Covid-19 pandemic [7]. The Covid pandemic has revolutionized learning organized by campuses. In a short time, campuses were forced to implement online learning. There are about 97% of universities have adopted online learning [8]. The continuity of education during the pandemic will depend on various factors, such as the level of campus preparation, the readiness of parents/families, and the readiness of lecturers.

In addition to using hard copies of teaching materials, such as books, workbooks, and other documents sent by

post or courier, schools can use various technology-based solutions to increase the likelihood that students can continue their learning process [9]. [10]. mentions that distance learning is not easy for students. Though this learning is easier to do for students who are adults. In addition, this learning must be supported by appropriate classroom design and delivery methods so that online learning can encourage students to reflect on their beliefs; provide a safe environment to discuss multiple perspectives; guiding them to explore, validate, and broaden new perspectives; and support them in developing new roles [11-12]. On the other hand, in order to keep the world of education running well and support the government in supporting psychological distancing in the midst of the Covid-19 Pandemic according to the president's instructions to stay at home, study at home, work at home, worship at home [13-14].

The change in learning implementation policies, in addition to providing solutions to the learning process during the Covid-19 pandemic, also directly raises new problems [15-16]. The online learning process that utilizes information and communication technology (ICT) requires not only the readiness of appropriate and adequate ICT infrastructure, but also requires adaptation to the new learning cultural paradigm from educators and students [17-18]. This condition raises various problems ranging from the disparity in ICT development that has not been evenly distributed to the unclear standards of online learning achievement.

This problem occurs at all levels of education, one of which is at the higher education level. Higher vocational education like polytechnics in Indonesia have also implemented a distance learning system. Various learning innovations were developed as an effort to maximize the learning outcomes of each student as well as a form of prevention from the spread of this pandemic [19]. Learning innovation is a learning process that is designed, developed, and managed creatively by applying a multi approach to a better direction, to create a conducive learning atmosphere and process for students [20]. According to [21-22], this pandemic condition urges the need for a revolution and learning innovation to feel very real.

Bali State Polytechnic is one of the vocational higher education institutions that implements online learning with a learning innovation that launches the online learning management system (LMS-SION) in an effort to facilitate the implementation of online learning by utilizing technological advances, in order to answer the needs of the teaching and learning process in the pandemic era and facilitate flexible, efficient and maximum learning. In this pandemic period, learning can not only be done online but there are many choices of learning models that can be done by students. This is in line with the Freedom of Learning policy launched by the Minister of Education and Culture. The essence of

learning is not only limited to classrooms, libraries and laboratories. Students can use other learning methods such as independent projects, research with lecturers or researchers, or learning by being directly involved in humanitarian programs. The campus is also expected to give students the freedom to be creative and make new innovations in learning. Merdeka learning focuses more on how students get added value both in terms of science and the development of their competencies.

Being a lecturer is not easy, where he/she must have the creativity to innovate so that he/she is able to teach even in situations and conditions that come suddenly and unexpectedly like the current pandemic situation [23-25]. The teaching staff faces various challenges in order to continue to be able to carry out learning with different infrastructure facilities and the diverse characteristics of students. Therefore, there is a need for learning innovations to adapt the methods, media, and learning systems of students [26-29].

These problems must of course continue to be evaluated in order to obtain better learning. The key is to conduct online learning according to local conditions [30]. The most important thing is to create independence and learning skills for students in the midst of the COVID-19 pandemic. This article aims to discuss learning innovation in independent learning. This research is a type of qualitative research where the data is obtained primary and secondary. Collecting data through literature study, interviews and observations conducted on the behavior of students and lecturers at the Bali State Polytechnic Tourism Department who carried out the learning process during this pandemic.

## **2. METHODOLOGY**

The research method is a step taken in order to collect information or data with a specific purpose. The writing of this article uses a descriptive research method with a qualitative approach. The reason for using this method is that it is in accordance with the purpose of research which wants to describe learning innovations in Tourism Department, Politeknik Negeri Bali during the Covid-19 pandemic, so that it will describe the problems being studied in the form of descriptive narratives, in the form of words, this is in line with Sugiyono's [31] understanding that states that in the research method using descriptive research methods, the research results presented are in the form of words and not the presentation of research results in the form of statistical calculations.

## **3. RESULT OF THE STUDY**

The Covid-19 pandemic that has occurred in Indonesia has had an impact on the implementation of vocational higher education, both directly and indirectly. The learning process which is a core part of vocational

higher education must be stopped face-to-face because the presence of crowds in the campus environment can be a potential for the spread of Covid-19. Face-to-face learning was then replaced with online learning in which both educators and students were in their respective places but continued to carry out learning activities through the use of ICT. Changes in the learning process require changes in many things quickly starting from learning materials to the way of assessing the learning process.

Educators and education staff must formulate the online learning process so that it can be carried out properly and can achieve the desired results. These changes on the one hand provide an opportunity for the need for online learning which has not been optimized, but on the other hand it also leaves many problems for both educators and education staff as well as for students.

**A. Learning Problems in Vocational College**

Online learning is the answer to the sustainability of the learning process during the Covid-19 Pandemic, learning using ICT is considered the most effective considering the knowledge transfer process and interaction between educators and students without having to be physically present which will allow it to be a means of spreading Covid -19.

Bali State Polytechnic as one of the vocational colleges, is currently conducting online learning or distance learning. However, in the context of the implementation of online learning, various problems arise that have implications for the non-fluency of the learning process. Several online learning problems that generally often occur at the Bali State Polytechnic can be inventoried as shown in tables 1 and 2 below:

**Table 1.** Online learning problems for educators/lecturers

<i>Aspect</i>	<i>Problem</i>
<b>Mastery of ICT</b>	<ul style="list-style-type: none"> <li>• There is a disparity in ICT mastery that differs from one lecturer to another.</li> <li>• There is a disparity in the level of cultural adoption of changing learning models from face to face to online between one lecturer and another.</li> </ul>
<b>Institution</b>	<ul style="list-style-type: none"> <li>• No online learning training</li> <li>• The limited number of implementing operators in Google Class, which is only one person to serve all lecturers.</li> </ul>
<b>Infrastructure ICT</b>	<ul style="list-style-type: none"> <li>• The existence of internet network speeds that differ from one region to another, making it difficult for the online learning process for lecturers who are in areas with "slow" internet speeds.</li> </ul>

<i>Aspect</i>	<i>Problem</i>
<b>Learning Materials</b>	<ul style="list-style-type: none"> <li>• Delivery of the material presentation is limited to document formats, PDF and Power Point (PPT), the making of learning videos is done occasionally, more directed at listening to learning materials on the YouTube platform which have the same courses.</li> <li>• There is no guarantee that the material that has been given will be read and studied by students.</li> </ul>
<b>Students' engagement</b>	<ul style="list-style-type: none"> <li>• Students respond to lectures in a limited way, the learning process through Google Class where students often respond briefly such as: "Thank you sir / madam for the material", "Ready sir / madam, will be studied", "Yes sir / madam , ready" and other similar ones. The learning process becomes more one-way, active class discussion becomes difficult to carry out.</li> </ul>
<b>Students' Evaluation</b>	<ul style="list-style-type: none"> <li>• Lecturers only assesses through the collection of assignments, discussions and examinations for the assessment of politeness, discipline and so on, it becomes impossible, there is no guarantee that assignments, discussions and exams are carried out by the students concerned, there may be jockeying, so that the assessment becomes difficult and not objective based on their own abilities</li> </ul>

**Table 2.** Online learning problems for students/students

<i>Aspect</i>	<i>Problem</i>
<b>Limitation of time</b>	<ul style="list-style-type: none"> <li>• There is difficulty in dividing time between work, family and studies. Work activities that are carried out "work from home" leave little time to attend online lectures.</li> </ul>
<b>ICT Mastery</b>	<ul style="list-style-type: none"> <li>• There is a disparity in ICT mastery that differs between one student with another, especially for students who are more than 40 years old.</li> <li>• There are differences in the level of cultural-adoption changes in the learning model from face to face to online between one student and another.</li> </ul>
<b>Institution</b>	<ul style="list-style-type: none"> <li>• There is no online learning training.</li> <li>• Limited number of implementing operators in Google Class which is only one person to serve all students.</li> </ul>

<i>Aspect</i>	<i>Problem</i>
<b>ICT Infrastructure</b>	<ul style="list-style-type: none"> <li>The existence of different internet network speeds from one area to another, making it difficult for the online learning process for students who are in areas with "slow" internet speeds.</li> </ul>
<b>Process of Learning</b>	<ul style="list-style-type: none"> <li>Learning materials that have been given are not fully read and studied due to time constraints. Opening the Google Class application only when you have free time and when there are assignments to do.</li> </ul>

**B. College Learning Innovation**

According to the KBBI, innovation is the introduction or introduction of new things, or updates. Innovation is an idea, practice, or object that can be understood as something new, or adopted from something that already exists by modifying it. Learning innovation here is meant to be something new and qualitative change, of course there is something that distinguishes it from the previous one, and is deliberately made to increase efforts to achieve learning goals. While what is meant by the word "new" in this case is related to anything that has not been understood or implemented by the innovation recipient.

Innovation can be understood and accepted depending on the characteristics it has: profit value, the idea must be better than the one it replaces, which can be measured by economic terms, social prestige, hospitality, can give satisfaction to users and society, Suitability, i.e. suitability with established values, past experience and can meet needs, level of complexity, innovations that are easy to understand and use are more easily accepted by the community, on the contrary those with high difficulty are not easily accepted, can be tried, innovations that can be tried are more easily accepted, can be observed, namely an innovation that can be seen to be researched [32]. While learning is a translation of learning which means learning. So, learning innovation is learning renewal that is packaged on the encouragement of new ideas which are the product of learning how to learn to take learning steps, so as to obtain progress in learning outcomes. The term learning how to learn contains ideas, ideas about techniques, facilitating students to make progress in the process and learning outcomes. So the essence of learning innovation is ideas, new ideas about various factors that can encourage better and more effective learning. Literally, learning innovation can be called learning renewal. Learning innovation is part of educational innovation, namely efforts to make changes to achieve something better in the field of education [33].

In carrying out learning innovations, of course, it will not be separated from the components of the learning itself, learning theories, and curriculum implementation policies that have an impact on learning orientation.

When viewed from the components of learning, the learning innovation must include consideration of elements: students, teachers, materials and materials, media, facilities and infrastructure, costs, and hidden curriculum.

Basically, students do not only learn from the material and teaching materials delivered by the teacher in the classroom. The whole school environment, interactions between students and between teachers and students, school culture and even the environment where students live greatly affect the learning process. Innovation is said to be successful if it has a positive impact on the learning process of students.

Various parties, especially educators at universities, have made various learning innovation efforts so that they can organize online learning processes during the Covid-19 Pandemic. Between one educator and other educators have different innovations, this is based on issues and potentials related to the learning process activities that are being carried out by each.

Approaches to innovation in learning to be more effective, historically can be divided into at least three stages: (1) The period in which humans still depend on their natural surroundings by trying to adjust them by trial and error; (2) The period in which humans have discovered new customs and techniques that have reduced human fear of nature, but created a new dependence on bureaucracy and specialization; (3) The period in which humans have been able to achieve cooperation based on planning towards the coveted social change [34-35].

Learning in the context of education is very important to pay attention to its effectiveness. This condition is addressed by educators as an opportunity to innovate learning that does not always have to explain concepts or theories, but stimulates students to be able to understand the conditions and problems currently being faced. Some examples of learning innovations are: Distance Learning Program (PJJ) or online, contextual learning (contextual learning), active, creative, effective and fun learning models (PAKEM).

The innovation of higher education online learning is more directed to the learning media used, such as the media that is often used, namely Google Class but must also be supported by other digital platforms such as WhatsApp, Email, YouTube and Zoom. Various applications are used by institutions as online learning media in which each lecturer is given access to each subject he/she is teaching, and sends teaching materials to each of the digital platforms used, so that each student can access the teaching materials anytime and anywhere. The Directorate General of Higher Education also creates a new learning system during home learning, namely the Indonesian Online Learning System (SPADA) where students and lecturers can access it. SPADA provides

opportunities for students from a particular university to be able to take a course from another university and their learning outcomes are recognized by the college where the student is registered. In this case, SPADA already has 179 providers, 210 partners, 23,093 students, and more than 252 content sharing.

Several universities including polytechnics in Indonesia are also innovating to launch System and Application Management to facilitate the implementation of learning. Then Innovation in delivering lessons is more directed to contextual learning in compiling material that is more based on the development of contextual issues, so it is hoped that there will be a correlation between issues of daily life and what is learned in lectures. Then the innovation of interaction flexibility in learning that is not tied to time as face-to-face learning will facilitate interaction between educators and students. This is done in order to optimize the online learning process so that it is able to achieve predetermined learning objectives.

#### 4. CONCLUSION

The policy of organizing online teaching and learning (online networks) as a result of the negative impact of the Covid-19 pandemic in all educational institutions has caused major disruptions, including the entire learning system being shifted from the face to face learning system to an online or online system. All parties and elements involved in the world of education are experiencing the same impact as the current state of the pandemic. All parties involved are thinking about how to prevent the world of education from stopping because of this pandemic. The consequence of physically closing educational institutions and replacing them with learning from home as per government policy is a change in the teaching and learning system.

Almost all universities are currently conducting online learning or distance learning, including the Bali State Polytechnic Tourism Department. However, in the context of the implementation of online learning, various problems arise that have implications for the non-fluency of the learning process. The teaching staff faces various challenges to continue to be able to carry out learning with different infrastructure facilities and the diverse characteristics of students. Therefore, there is a need for learning innovations to adapt the methods, media, and learning systems of students.

As one of the vocational universities, the Bali State Polytechnic innovates to launch a System and Application Management to facilitate the implementation of the teaching and learning process which is equipped with an attendance system to be able to control the teaching and learning process. Among the systems launched is the talent application, SION-PNB which integrates the institution's online academic information system. Online learning innovation at the Bali State

Polytechnic Tourism Department is more directed to the learning media used, according to the type of application launched by the institution as an online learning medium in which each lecturer is given access to each subject he teaches.

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