



The Effect of Online Learning Methods on Increasing Student Skills During the Covid 19 Pandemic

Wiyanti Wiyanti^(✉) and Tantri Adithia Sabrina

Politeknik Harapan Bersama Tegal, Kota Tegal, Indonesia
wiyanti@poltektegal.ac.id

Abstract. The COVID-19 pandemic in Indonesia has an effect on the education sector. To resolve this, govt issued associate education and learning policy in the least levels regulated in Permendikbud variety three of 2020 regarding the bar of COVID-19 in land by holding distance learning by utilizing technology as a learning medium. The web learning is administered associate expected to be administered well and might improve students' competencies and skills. The research purposes to work out the effect of on-line learning ways on rising student skills throughout the Covid-19 pandemic for college students of cordial reception study program at Harapan Bersama polytechnic institute Tegal. This analysis is quantitative with a survey approach. The analysis used is simple regression. The results of this research is may be a positive impact of on-line learning ways on rising student skills throughout the Covid nineteen pandemic for college students of cordial reception study program at Harapan Bersama polytechnic, Tegal. On-line learning is healthier, that the skills of scholars throughout the Covid-19 pandemic are going to be enlarged within the cordial reception study program at the Harapan Bersama polytechnic, Tegal.

Keywords: Online learning methods · Student skills · Hospitality

1 Introduction

The pandemics COVID-19 in numerous elements of the globe, together with land, has an impression on all sectors together with the education sector. The pandemic has conjointly affected individuals in spite of status, education level, financial gain or gender [1]. To resolve this, the govt has issued education and learning policies in the least levels starting from elementary, secondary school, and even universities that are regulated in Permendikbud variety three of 2020 regarding to covid-19 in Education Units and variety 36926/MPK.A/HK/2020 regarding Distance Learning by utilizing technology as a learning medium [2]. Teaching and learning method that was originally administrated off-line between lecturers and students within the school room was briefly replaced with distance learning each on-line (in a network) mistreatment gadgets or laptops or computers or offline (outside the network) mistreatment tv, radio, worksheets, and conjointly a self-study module [3].

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The term e-learning or electronic learning is usually spoken as distance learning, associate education system whose implementation separates educators from students, United Nations agency area unit separated because of distance and time factors [4]. There area unit several factors that hinder the effectiveness of on-line learning reception [5], among others, first, the mastery of technology remains low, second, the net network, the web learning method is administrated mistreatment the net. Required by lecturers and students in on-line learning. The increasing use of the net makes lecturers and fogeys unprepared to supply a budget to supply a web network. Facilities and infrastructure is a vital factor in the success of on-line learning [6, 7]. on-line teaching and learning have numerous limitations like weaknesses in on-line teaching infrastructure [8], restricted exposure of lecturers to on-line teaching [9], data gaps, associate setting that's not contributive to learning reception [10, 11].

The problems faced related to online learning in vocational education, especially the hospitality study program, were during practical courses. For example, when the pastry and bakery course must be done in practice because the pastry and bakery learning is learning in product manufacture, which must be done directly so that students know the texture, taste, color, and materials used as well as the stages in making the product. In addition to the pastry and bakery course, the difficulties faced by lecturers when conducting online learning are also experienced when learning the food and beverage service course, namely during guest service practice, because there are already standards and procedures for guest service, and of course there are obstacles when lecturers assess gestures, speech and practice in serving food and beverage. During the practice of serving food and beverage, students use the equipment they have at home, which of course is not in accordance with the standards in hotels and restaurants.

Another problem encountered was in the online teaching of Front Office course lecturers, namely when practicing how to receive guests who would stay overnight, the lecturer had difficulty because the lecturer could not assess grooming, greeting, forms and tools during practice, because it had to be done in practice directly. The problem encountered during the housekeeping course is that when online learning occurs, it is difficult to know the extent to which students' understanding is achieved in depth for each student because it cannot be face to face directly for how students must demonstrate the ability to perform SOPs in dusting, sweeping, brushing, vacuuming.

Several studies regarding the use of online learning methods were carried out by several researchers including those conducted by Ja'ashan [12], Abuhassna [13], Demuyakor [14] and Alchamdani [15] who proved that online learning would improve student skills, in contrast to research conducted by Wahyudi [16] which proves that online learning has no impact on student skills.

The research intends to examine effect of online learning methods on improving student skills during the pandemic of Covid 19 for of the Harapan Bersama Polytechnic Tegal hospitality study program's students. This research is expected to add to the library literature for the hospitality study program at the Harapan Bersama Tegal Polytechnic and can be used as reference material that can be considered for other researchers who want to research the same theme and provide a clearer picture of the effectiveness of online learning in particular.

2 Research Methods

This researches uses a survey approach. The subjects of this research were students of the Hospitality Study Program at Harapan Bersama Tegal Polytechnic, totaling 69 students. Data was collected by questionnaire and tested using instruments validity and reliability. This study examines the effect of online learning as an independent variable as measured by indicators of learning models, teaching materials and obstacles encountered and student skills as the dependent variable as measured by communication skills, group work skills, personal responsibility and knowledge. Researcher distributing questionnaires to respondents using the google form application which was then tested first with validity and reliability tests. In order to answer the formulation of the problem used regression analysis.

3 Results and Discussion

This research used quantitative analysis to analyzing data based on the answers to the questionnaire from the respondents.

3.1 Instrument Validity Test

The tool to measure validity is the product Moment correlation from Pearson which was conducted on 30 respondents.

Based on results (Table 1), it is found that the statements have a correlation coefficient more than $r_{table} = 0.361$ (r_{table} is for the *degree of freedom*) with a value less than 0.05 so that all of these indicators are valid.

3.2 Instrument Reliability Test

Cronbach's Alpha is used to measure this research's reliability. If *Cronbach's Alpha's* variable more than 0.70 declared reliable.

From calculation above of instrument known a variable of online learning that is equal to 0.872 and variable skills of students that is equal to 0.956 where the value of the reliability of all the variables >0.7 so that the instrument is said to be reliable and can be used as research data collectors (Table 2).

3.3 Description of Respondent Identity

Respondents in this research were students of the Hospitality Study Program at Harapan Bersama Tegal Polytechnic. From the distribution of questionnaires that have been carried out, it can be seen that the description of the respondents who are the research subjects. Based on gender, respondents can be grouped as described in Table 3.

From Table 3, it can be explained that from the 69 respondents, 27 people or 39% of the respondents were male, while the number of female respondents was 42 or 61%.

Based on the age of the respondents, they can be grouped as described in the Table 4.

From Table 4, it can be explained that from 69 respondents, 47 people or 68% of respondents were between 17–20 years old, 22 people or 32% of respondents were between 20–25 years old.

Table 1. Validity and reliability test results

No. Statement	Rcount	Rtable	Pvalue	Criteria
Online Learning Variable				
PD_1	0.790	0.361	0.000	Valid
PD_2	0.931	0.361	0.000	Valid
PD_3	0.727	0.361	0.000	Valid
PD_4	0.902	0.361	0.000	Valid
PD_5	0.516	0.361	0.004	Valid
PD_6	0.516	0.361	0.000	Valid
Student Skill Variables				
KM_1	0.646	0.361	0.000	Valid
KM_2	0.933	0.361	0.000	Valid
KM_3	0.900	0.361	0.000	Valid
KM_4	0.090	0.361	0.000	Valid
KM_5	0.928	0.361	0.000	Valid
KM_6	0.956	0.361	0.000	Valid
KM_7	0.749	0.361	0.000	Valid
KM_8	0.853	0.361	0.000	Valid
KM_9	0.868	0.361	0.000	Valid

Table 2. Reliability test results

No	Variable	Cronbach's alpha a	Description
1	Online learning	0.872	Reliable
2	Student skills	0.956	Reliable

Source: Processed primary data (2021)

Table 3. Identity of respondents by gender

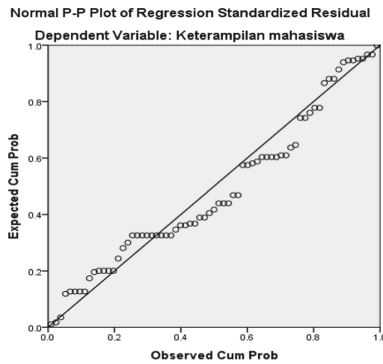
No	Gender	Number of Respondents	
		In number	Percentage
1	Man	27	39%
2	Woman	42	61%
	Amount	69	100%

Source: Processed primary data (2021)

Table 4. Identity of respondents by age

No	Age	Number of Respondents	
		In number	Percentage
1	17–20 years	47	68%
2	20–25 years	22	32%
	Amount	69	100%

Source: Processed primary data (2021)

**Fig. 1.** Normality test results.

3.4 Classic Assumption Test

Before testing the hypothesis, researcher doing test the classical assumptions first so that the research is not biased and to test errors of regression model used in the study. The classical assumption test was conducted to test the assumptions in the research using the regression model.

3.4.1 Normality Test Results

The normality test purposes whether in the regression model, the confounding or residual variables have a normal distribution. If the assumption is violated, the statistical test is invalid for a small sample size. Graphical analysis using to detect whether the residuals are normally distributed or not. If graphic form a straight line it is mean the normal distribution, and plotting the residual data will be countered with the diagonal line.

From the graphic in Fig. 1 of the normality test in this study, it can be concluded that the points spread around diagonal line and the spread follows the diagonal lines direction. Thus, it can be stated that the distribution of the data is close to normal or match with the assumption of normality.

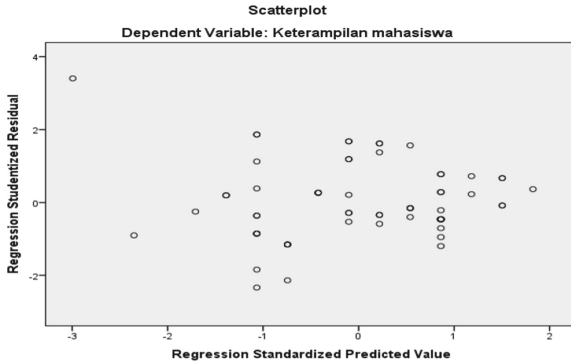


Fig. 2. Heteroscedasticity test results.

Table 5. Linear regression analysis simple

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.654	2.503		2,659	.010
	Online learning	1.234	.160	.685	7.703	.000

^aDependent Variable: Student skills

3.4.2 Heteroscedasticity Test Results

Heteroscedasticity test purpose whether there is an variables inequality in the regression model from residual of one to another observation (Fig. 2).

3.5 Analysis Simple Linear Regression

To test the effect of the independent variables to dependent variable is using simple linear regression analysis.

From on the calculation (Table 5), the regression equation is obtained, namely = $6.654 + 1.234X$ From on the multiple regression equation above, an analysis can be taken that:

- a. A constant of 6.654 means that if online learning has a fixed or constant value, the skills of students during the pandemics Covid 19 in the hospitality study program at Harapan Bersama Tegal Polytechnic are 6.654.
- b. The regression coefficient for the online learning variable is 1.234 and has a positive sign, meaning that if the online learning variable is online, it will lead to an increase in student skills during the pandemics of Covid 19 for students of Harapan Bersama Tegal Polytechnic study program.

From the analysis obtained the value of $\text{sig} = 0.000 < 0.01$ so it can be concluded that there is a positive and significant effect of online learning methods on improving student skills during the pandemics of Covid 19 in students of the Harapan Bersama Polytechnic Tegal hospitality study program.

4 Conclusion

Based on the results of data analysis and discussions that have been carried out above, conclusion is that online learning methods has positive influence on improving student skills during the pandemics Covid 19 for students of the Harapan Bersama Tegal Polytechnic study program. The better online learning, the students skills during pandemics Covid 19 in the hospitality study program at the Harapan Bersama Tegal Polytechnic will also increase. These skills, for example, are communication skills, skills in carrying out tasks, knowledge of hospitality and team work skills. For online teaching and learning activities, it shows that Harapan Bersama Tegal Polytechnic is able to carry out online teaching and learning activities well. With the quantity and quality that has been given by the campus in the form of authority, regulations for teachers, namely lecturers and students, have been carried out properly in accordance with applicable regulations. One way that can be done is that lecturers make learning activities more skilled, namely not only in providing material in the form of articles or power point slides or using design software that is more visually attractive or making videos that are interesting and easy to understand by students, so students are more interested in seeing material on screen.

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