Analysis of Online Learning Implementation in Improving Student Competence

Maria Krisnawati[(✉)], Delta Apriyani, and Kamilatul Khafidloh

Universitas Negeri Semarang, Semarang, Indonesia
`mariakrisnawati@mail.unnes.ac.id`

Abstract. The purpose of this study was to analyze the implementation of online learning in the Modern Bun Course for Beauty Education Students during the Covid-19 pandemic. This type of research is descriptive with a quantitative approach. The population in this study were students of beauty education class of 2019 in 2021, namely 61 students. The sampling technique is in the form of purposive sampling so that 50 students are obtained as samples. The data collection technique used a questionnaire which was then analyzed descriptively by percentage. The results of this study indicate that the implementation of online learning during the Covid-19 pandemic is in the good category with an average score of 74%. This good level of implementation can be seen from these include aspects: online learning planning; Online learning activities; Online learning delivery strategy; Online learning media and technology; Online study aid services; Human resources and online learning infrastructure; Results of learning in online learning; The online learning obstacles; And the sustainable aspects of online learning. But the implementation rates on the aspect of the obstacles to online learning earn an average of 50% are in the category enough because it has high obstacles. It can be concluded that the implementation of online learning in a modern bun is well accomplished so that online learning can be used as a substitute for offline/ conventional class at the covid-19 pandemic situation.

Keywords: Implementation · Online Learning · and Student Competence

1 Introduction

Learning is a process of interaction between students and educators and learning resources in a learning environment by providing education and training to students to achieve learning outcomes. Changes as a result of the learning process can be in the form of changes in knowledge, understanding, attitudes and behavior, skills, abilities and other aspects of individual learning. The term learning basically includes two interrelated concepts, namely learning and teaching. Learning is an activity carried out by students. According to [1], learning is a process carried out by individuals to obtain a new behavior change as a whole, as a result of the individual's own experience in interaction with his environment. While teaching is giving lessons to someone (students) by training and giving instructions so that they gain some experience.

Learning during this covid period is generally done using conventional learning methods and several other learning methods that support the learning process. Conventional learning or often referred to as the classical learning approach is a traditional learning model or lecture that is used by educators in everyday learning by using a general model without adjusting the right model based on the nature and characteristics of the subjects studied. teach. Conventional learning methods have weaknesses such as students being passive, the learning process is boring, students with visual learning styles will be bored and unable to receive information, the teaching process becomes verbal or focuses on understanding words only. However, conventional learning has advantages such as encouraging students to be more focused, educators can fully control the class, educators can deliver broad lessons, can be followed by a large number of students, and are easy to implement. So with the advantages and disadvantages of the lecture learning method, it is necessary to support other learning process methods such as demonstration methods, questions and answers, discussions, experiments, recitations, field trips and other methods needed by each educator to convey information to students.

With the corona virus (severe acute respiratory syndrome coronavirus 2) or known as Covid-19, teaching and learning activities in Indonesia that were previously carried out face-to-face or offline have turned to face-to-face learning virtually or online. This fast skill in learning activities is of special concern to the world of education, because in addition to having to follow the rules that have been set, but also being able to maintain the competence of students that must be achieved in accordance with the learning outcomes that have been arranged. This makes it a challenge for educators to continue to innovate to create a learning atmosphere that is able to improve the competence of students while in current conditions. Practical learning is indeed very difficult to monitor in assessing the competence of students, therefore it requires the ability of educators to deliver material and build a pleasant learning environment for students even in this online learning. This study wants to analyze online learning that is carried out in practical courses in the Modern Sanggul course with the competencies possessed by post-learning students.

Online learning is one way that is used to overcome the current pandemic. Online learning does require a special strategy in order to improve the competence of students [2, 3].

Increasing competence for students is a concern for teachers. This is because the competencies possessed by students will be the main point for students to be able to enter the business world and the industrial world [4].

2   Research and Method

This research is a descriptive study with a quantitative approach and uses a survey method conducted online, where the phenomenon to be studied is an event that has passed or is in progress, in this context is the online learning process during the Covid-19 pandemic. Quantitative descriptive research according to [5] is research conducted to determine the value of independent variables, either one or more variables without making comparisons, or connecting with other variables. The population in this study were students of the Class of 2019 beauty education, namely 61 students. If the total population is less than 100 people, then the total number of samples is taken. Based on this research,

Table. 1. Category Criteria

Interval %	Implementation Criteria	Criteria Obstacle
82%–100%	Very Good	Low
63%–81%	Good	Enough
44%–62%	Fair	Tall
25%–43%	Bad	Very High

because the population is not greater than 100 respondents, the authors use a purposive sampling technique with the criteria of having taken modern bun courses in 2021, namely 50 student respondents who have taken modern bun courses and 1 (one) person. Respondents are lecturers who teach modern bun courses. The data collection technique used a questionnaire that was made with reference to the instrument for assessing the quality standard of the online learning process in the online learning process quality assurance manual of the Directorate General of Higher Education, Ministry of Education and Culture (2014) which was modified by the researcher (Table 1).

3   Result and Discussion

The implementation of online learning in the modern bun course for beauty cosmetology students in this study was measured by 9 (nine) aspects which had 61 items of questions to be given to students of Cosmetology Education class 2019 in 2021 who had taken the modern bun course, as many as 50 students, it can be seen that the level of implementation of online learning is good (74%) which consists of 1 indicator with very good criteria, 7 indicators with good criteria and 1 indicator in fairly good criteria but has high barriers (74%). The other findings that the researcher found based on interviews that the researchers conducted with the respondent sources for the 2019 Universitas Negeri Semarang Beauty Education students who had taken modern bun courses online were that the application of online learning in modern buns was less effective because the learning process was less clear when viewed only on video or on video. Virtual even though in practice the lecturer monitors the practice when it takes place, besides that, because of the internet signal that is not smooth, both from the lecturer and the students. Students become more dismissive of lecturers. The implementation of online learning in the modern bun course for Beauty Education students in this study was measured by the 9 (nine) aspects above consisting of 61 question items, the results obtained as shown in the Table 2.

Based on the Table 2, it can be seen that the level of online learning implementation with an average percentage value of 74% is in the good category. In this case, there were 8 students (16%) who considered that the level of implementation of online learning was very good and 40 students (80%) rated it good, and 2 students (4%) considered it quite good. In this study, there were no students who considered that the level of implementation of online learning for modern bun courses was in poor criteria.

Table 2. Level of Implementation of Modern Sanggul Course Online Learning

Skor	Kriteria	F	%
82%–100%	Very Good	8	16%
63%–81%	Good	40	80%
44%–62%	Fair	2	4%
25%–43%	Bad	-	-
Amount		50	100%
Average		74% (Good)	

The same assessment was also given by the lecturer in the Sanggul Model course that the level of implementation of online learning with an average percentage value of 83% was included in the very good category. The level of online learning planning from the perception of modern bun subject lecturers is in very good criteria with an average percentage value of 92%. Online learning activities with an average percentage value of 84% are included in the very good category. The online learning delivery strategy with an average percentage value of 88% is included in the very good category. The use of online learning media and technology with an average value of 86% is included in the very good category. The level of learning aid services with an average percentage value of 75% is in the good category. Human resources and infrastructure in online learning with an average percentage value of 75% are included in the good category. The level of learning outcomes in online learning with an average percentage value of 85% is included in the very good category. Barriers in online learning with an average percentage value of 75% are included in the good category so that the barriers are quite high. The continuous aspect of online learning with an average percentage value of 63% is included in the good category. The research findings that were found by researchers based on interviews that researchers conducted with one of the resource persons, lecturers who teach modern bun courses, found that the implementation of modern bun learning online used an application provided by a campus named Elena. In Elena there are various features such as course schedules, discussion forums, quiz features and assessments, giving assignments and assessments. Lecturers can upload material either in the form of files, videos or links that can be downloaded whenever needed. However, the weakness of Elena is that there is no video converence feature, so other applications such as Zoom meeting or Google Classroom are needed that provide video conferencing features to support learning. In addition to Elena and Zoom, they also use email and whatsapp as learning media.

Based on the results of research that has been carried out on students of the 2019 cosmetology study program who have taken the modern bun course in 2021 on online learning. The success of online application is supported by the readiness of human resources and the availability of facilities and infrastructure [6]. As well as the five aspects of the online learning process, namely online learning planning, online learning activities, online learning delivery strategies, online learning media and technology, and learning assistance services that refer to the online learning quality assurance manual

(2014). And the achievement of course learning outcomes is based on the assessment criteria.

3.1   Aspects of Online Learning Planning in Modern Sanggul Courses

The results of the research data can be seen that the level of online learning planning in the modern bun course obtains an average of 82% in the very good category from student respondents and from lecturer respondents an average of 92% is included in the very good category. Then from this aspect there are 11 indicators. Learning resources and indicators, criteria, assessment weights are the weakest indicators with an average of 78% included in the good category. Learning resources used in the form of books, internet, power points containing material presented by the lecturer. The results of this study, which states that the availability of learning resources in certain educational units is still very limited. In learning activities, students not only interact with the teaching staff as a source, but include interaction with all possible learning resources used to achieve the desired results. However, the learning achievement of the subject is the strongest indicator, which is getting an average of 89% which is included in the very good category. This is because the assessment given by the lecturer cannot be carried out in detail and directly, the lecturer assesses the results of student work through photos. In addition, the assessment is also taken from the value of participatory activities, the value of the results of the project/practice, the value of the assignment, the value of the quiz, the value of midterm exam and final exam, and the final score. This is what makes learning outcomes get very good results even though the learning resources are only in the good category.

3.2   Aspects of Online Learning Activities in Modern Bun Course

The results of the research data can be seen that the level of online learning activities in the modern bun course obtains an average of 78% in the good category from student respondents and from lecturer respondents by 84% in the very good category. Then from this aspect there are 6 indicators. The presentation can arouse students' desire to learn repeatedly through illustrations in the form of multimedia, which is the weakest indicator that gets an average of 74%, which is included in the good category. That students can practice directly or imitate a movement repeatedly to master the skills being taught. Furthermore, the implementation of daily practice is the strongest indicator, which is getting an average of 82% which is included in the very good category. Both students and lecturers have been able to participate in modern bun learning activities online well. Lecturers and students interact well in online classes. Students are able to understand and practice the modern bun that the lecturer demonstrated. And the lecturer practiced/demonstrated the modern bun in front of the online class by using an enlarged camera so that the object could be seen clearly. Assignments are given during zoom and elena. Students collect assignments via elena, whatsapp or email.

3.3   Aspects of Online Learning Delivery Strategy in Modern Sanggul Courses

The results of the research data can be seen that the level of online learning delivery strategy in the modern bun course obtains an average of 79% in the good category from

student respondents and from lecturer respondents by 88% in the very good category. Then from this aspect there are 5 indicators. The presentation of learning objects is the weakest indicator that gets an average of 77% included in the good category. Learning objects in the form of text, images and videos are presented clearly. The results of this study are in line with [7], that the instructions must be clear and detailed, especially if the instructions are related to the material. The strategy used allows students to practice and master the skills needed to be the strongest indicator that an average of 82% is included in the very good category. The methods used in online learning in this modern bun are lectures, demonstrations and questions and answers. The results of this study are in line with [7] that the selection of presentation strategies, language styles, and visualization of ideas, as well as creativity in communicating are needed so that the resulting media is not only attractive but able to convey messages appropriately.

3.4 Media and Technology Aspects of Online Learning in Modern Sanggul Courses

The results of the research data can be seen that the level of online learning media and technology in the modern bun course obtains an average of 78% in the good category from student respondents and from lecturer respondents by 86% in the very good category. Then from this aspect there are 2 indicators. The indicator of the diversity of learning media obtained an average of 77% included in the good category. That learning media are very diverse so an educator must be good at choosing appropriate learning media to be applied in schools or in the classroom so that a learning goal can be achieved as expected. The indicator of the use of ethylene obtained an average of 78% included in the very good category. The application used in online learning is elena. Elena is an application provided to support online learning. Besides that, it also uses Zoom, Google Meet and Google Classroom to conduct video conferences between lecturers and students. Learning media used to deliver material in the form of powerpoint, video and pictures.

3.5 Aspects of Online Learning Assistance Services for Sanggul Courses

The results of the research data can be seen that the level of online learning assistance services in modern bun courses obtains an average of 75% in the good category from student respondents and from lecturer respondents by 75% in the very good category. Then from this aspect there are 4 indicators. The availability of technical assistance and complaints are the weakest indicators, obtaining an average of 72% in the good category. The strongest indicator, namely the availability of academic and administrative information services, obtained an average of 81% in the good category. The available study assistance services help make it easier for students to learn modern buns online.

3.6 Aspects of Human Resources and Online Learning Facilities in Modern Sanggul Courses

The results of the research data can be seen that the level of human resources and online learning facilities in the modern bun course obtains an average of 80% in the good

category from student respondents and from lecturer respondents by 75% in the good category. Then from this aspect there are 2 indicators. Indicators of facilities that support learning get an average of 80% included in the good category. These facilities are in the form of laptops/devices, internet/wifi quota and the infrastructure used is a home or other comfortable place for online learning. The results of this study are in line with [8] that facilities and infrastructure are considered very important to help the smooth teaching and learning process which should be provided with facilities such as laptops, computers, or mobile phones to make it easier for students to listen to the online teaching and learning process. Indicators of human resources in education obtained an average of 81% included in the good category. The results of this study are in line with [8] that the combination of a balance of human resources who have skills in operating information technology applications to select, store, process and retrieve data in order to support the educational decision-making process.

3.7   Aspects of Online Learning Outcomes in the Sanggul Course

The results of the research data can be seen that the level of learning outcomes of modern modern buns obtained an average of 78% in the good category of student respondents and 85% of lecturer respondents in the very good category. Then from this aspect there are 2 indicators that are equally strong both from the learning outcomes that have been achieved during one semester and from the cognitive, affective and psychomotor aspects which have an average of 75% included in the good category. However, student learning outcomes when viewed from daily assignments obtained results that were not entirely good. For the test results, some have met the assessment criteria and some have not. In theory, it is lacking, but the assessment system carried out by lecturers who is in charge of modern bun courses online is by giving assignments that are assessed from the results of photos sent by students on elena or whatsapp or email. In addition, the daily assessment is seen through 6 components, namely the value of participatory activities, (2) the value of the project results, (3) the value of the assignment, (4) the value of the quiz, (5) the value of Midterm Exam and Final Exam, (6) the final score. The assessment carried out as a whole helps increase student scores. The results of this study are in line with [9] that the lack of supervision of the absorption of students and educators tends to assess material understanding from cognitive values. As a result, psychomotor and affective values become less than optimal.

3.8   Barriers to Online Learning in Modern Sanggul Courses.

The results of the research data can be seen that the level of barriers to online learning in the modern bun course obtains an average of 50% in the fairly good category from student respondents and from lecturer respondents by 78% in the good category. Then from this aspect there is 1 indicator, namely obstacles in the implementation of online learning getting an average of 51% including enough. The obstacles encountered by these students include limited quotas, unstable internet signal, difficulty receiving material during online learning, sleepiness and boredom or boredom, power outages, inadequate facilities from campus for online learning, especially practice. Likewise, the obstacles encountered by lecturers such as power outages, lecturers had difficulty in assessing

modern buns because the bun assessment could not only be seen from photos but had to be seen and held directly, campuses were not equipped with good internet networks and online learning tools. The level of implementation of this aspect of the obstacle obtained quite good results because it has high barriers. The implementation of online learning experiences obstacles such as the availability of inadequate facilities, including: weak internet network connectivity, high internet quota requirements.

3.9   Aspects of the Continuity of Online Learning in the Modern Sanggul Course

The results of the research data can be seen that the level of continuity of online learning in the modern bun course obtains an average of 65% in the good category from student respondents and from lecturer respondents by 63% in the good category. Then from this aspect there is 1 indicator, namely the implementation of online learning gets an average of 65% included in the good category. Both lecturers and students do not agree if online learning is carried out in the next semester because even though online learning makes it easier for students and lecturers not to have to come to campus, learning practical courses has difficulty when done virtually. Lecturers can only direct students through speech when students have difficulty in practice. Students also do not understand what the lecturer is saying. So for practical courses it is better to do offline classes, lecturers and students meet face-to-face. That students more or less prefer the offline education system to the online education system. This is due to unclear learning procedures, lack of understanding and errors in implementing learning outcomes, as well as several internal and external factors that cause confusion in the learning process.

3.10   Level of Implementation of Online Learning in Modern Sanggul Course

The results of the research data can be seen that the level of implementation of online learning in the modern bun subject from the 9 aspects obtained an average of 74% in the good category from student respondents and from lecturer respondents by 83% in the very good category. So that the implementation of online learning in this modern bun course can be said to be good. However, it is not optimal because there are still obstacles in the learning process. Especially in practical courses, even though online learning makes it easier for lecturers and students not to have to come to campus directly, but for learning practical courses, especially modern bun courses, both lecturers and students still experience difficulties when learning has to be done virtually. Lecturers can only direct students through speech when students have difficulty in practice. In addition, lecturers also only assess student work through photos, while to assess modern buns, lecturers should be able to see, hold directly to be able to give valid scores. In addition, students are also less able to fully understand what the lecturer is saying. So for practical courses it is better to do offline classes, lecturers and students meet face-to-face. The results of this study are in accordance with [10] that the implementation of online learning runs smoothly, but it is felt that most lecturers and students are less than ideal compared to conventional face-to-face learning.

4   Conclusions

The implementation of online learning in the modern bun subject for cosmetology education students during the Covid-19 pandemic has been carried out well, overall the results of modern bun learning have obtained good results because the assessment is not only seen from photos, but also from the 6 components in their daily life., including the value of participatory activities, the value of the project results, the value of the assignment, the value of the quiz, the value of the Mid-Semester Examination and the Final Semester Examination, the final score. However, there are high obstacles in the implementation of online learning, both from campuses, lecturers, and students. These obstacles come from an unstable internet connection, lecturers have difficulty in assessing modern buns because the bun assessment cannot only be seen from photos but must be seen and held directly, the campus lacks a good internet network and online learning tools so that from the campus itself. This study resulted in the online learning process being in good criteria with a percentage of 74%, thus there is still a score gap to achieve online learning to achieve a very good predicate, with a percentage gap of 26%. This can be used as material for further research to be able to provide solutions in order to be able to produce maximum learning with very good predicates.

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