Factors Influencing The Practicum Learning Outcomes in The Context of Online Learning in the Faculty of Economics, Unversitas Negeri Yogyakarta

Ani Widayati(✉) and Denies Priantinah

Universitas Negeri Yogyakarta, Yogyakarta, Indonesia
denies_priantinah@uny.ac.id

Abstract. This study aims to determine the effect of pedagogical approach, learning facilities, students' learning style, self-directed learning readiness on learning outcomes in online practicum learning in the faculty of economics Universitas Negeri Yogyakarta. This research is correlational research that aims to test or measure the strength of the relationship or association between variables. The population in this study were students of the Faculty of Economics, Yogyakarta State University. The sample size of this study was 456 respondents, but there were 120 responses that were outliers and were excluded from the analysis. The amount of data used for analysis is 336 responses. The method of data collection is done by making online questionnaires to facilitate the dissemination to users. The data has been analyzed by descriptive analysis. Hypothesis testing using Structural Equation Model (SEM) with Partial Least Square (PLS). The result of this study shows pedagogical approach, learning facilities, and students' learning style has a significant direct effect on self-directed learning readiness. Self-directed learning readiness has a significant direct effect on learning outcomes. In addition, there is a significant indirect effect of instructional design, learning facilities, and students' learning style on learning outcomes. The implication is that if the faculty wants to improve learning outcomes, it is necessary to increase instructional design, learning facilities, students' learning style, and self-directed learning readiness.

Keywords: practicum learning · learning outcomes · online learning

1 Introduction

As education results in the quality of human resources, the teaching and learning should be emphasized in how students master not only knowledge but also values and skills needed in the fieldwork. Higher education is one of the educational institutions preparing work ready graduates. This institution prepares the teaching and learning that facilitate students with both knowledge and skills. Besides having students read and discuss the learning materials, knowledge and skills are possessed with some activities including solving cases, internships, or preceptorships. These activities help students learn how to

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apply and practice their knowledge and principles to a more real situation, problem, and concern.

One of the activities conducted by the faculty of economics, UNY, in facilitating their student's master knowledge and skills is conducting practicum courses. These practicum courses enable students to stimulate the real situation in the real world setting into classroom activities. Practicum learning enables students to simulate the real conditions of workplace. Unlike internships that requires students to attend companies for practicing their competencies possessed during school time, practicum allow students to bring problems and situations in the real life setting to their classrooms.

The pandemic time force all of us to conduct either work or school remotely. The current situation forced teachers to conduct teaching and learning from home. Even though teachers get used to teach online, it does not mean that there is no challenge face by teachers in facilitating students, especially online practicum learning. Before pandemic time, students went to laboratory to practice their skills but due to pandemic this student shifted their method in learning using Internet to use their home computer aid. The shifting learning methods causing some problems for example the difficulty in understanding the objectives of the courses, time constraint, technical issues, and lack of sense of community [12].

Research that is also relevant to the research of Mesra et al. [15] the results of his research explain that in online learning the class can be divided into offline class and online class, this is related to the limitations of students and differences in characteristics and socio-economic backgrounds of students.

Similar problems emerge in the faculty of economics Universitas Negeri Yogyakarta. A preliminary study reveals that in online practicum learning, some of students feel that they have not achieve optimum result as they think that their teachers do not deliver material as they wish. For example, 13% students said that they did not understand what teachers explained before practicing the problem solving. This indicates that teachers do not facilitate varied students' needs when they explain the learning materials. Also, 8% of the students felt that their teachers talked too fast when explaining the materials. Furthermore, 13% of students said that they did not receive any feedback to their submitted assignments. Based on these problems, the researcher wants to conduct a study related to factors influencing the practicum learning outcomes in the context of online learning in the Faculty of Economics Universitas Negeri Yogyakarta.

2 Research Method

This research is an correlational research that aims to test or measure the strength of the relationship or association between variables. This research approach also aims to measure the relationship of more than two variables or covariations, such as the relationship between independent variables in influencing the dependent variable.

The population in this study were students of the Faculty of Economics, Yogyakarta State University. Sampling method This research will use convenience sampling followed by snowball sampling method. Convenience sampling method in which researchers choose from ndividuals who are available as participant. The snowball sampling method is a technique for determining the sample, which is initially small in

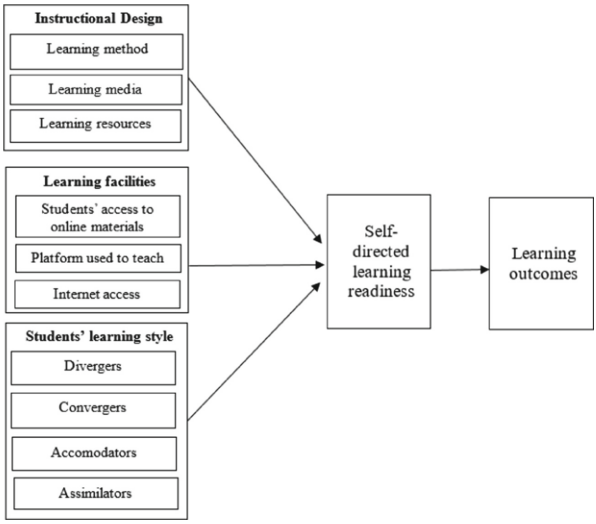

Fig. 1. Research Design

number, then enlarges. Data collection is done by distributing questionnaires to respondents in the form of students from the Faculty of Economics who have taken or are currently taking online practicum courses. The method of data collection is done by making online questionnaires so as to facilitate the dissemination to users.

The data collected in this study used an online questionnaire which was distributed to respondents according to the research criteria. The data collected consisted of demographic data of respondents and data on respondents' perceptions of research variables. The data will then be analysed by descriptive analysis. Hypothesis testing using Structural Equation Model (SEM) with Partial Least Square (PLS) measuring instrument. of the model (Fig. 1).

2.1 Research Design

3 Result and Discussion

3.1 Result

3.1.1 The Result of Normality Test

Testing the normality of the data is used to determine whether the data for each research variable comes from a normally distributed population or not. The results of the normality test are presented in Fig. 2.

Figure 2 shows that all variables have an absolute value of c.r. kurtosis 2.58. So it can be concluded that at a significance level of 0.05, the data on students' learning style, learning facilities, instructional design, self-directed learning readiness, and learning outcomes come from a normally distributed population.

Variable	min	max	skew	c.r.	kurtosis	c.r.
LS	35,00	80,00	,404	3,525	,547	2,385
LF	41,00	85,00	,051	,447	,344	1,497
ID	58,00	100,00	,085	,738	,385	1,677
Y1	38,00	85,00	-,043	-,376	-,065	-,283
Y2	2,67	4,00	-1,248	-10,881	1,013	4,416
Multivariate					7,564	9,653

Fig. 2. Result of Normality Test

			Estimate	S.E.	C.R.	
Y1	<---	ID	,509	,038	13,237	***
Y1	<---	LF	,113	,048	2,336	,019
Y1	<---	LS	,136	,043	3,131	,002
Y2	<---	Y1	,005	,002	3,026	,002

Fig. 3. Regression Weights

			Estimate
Y1	<---	ID	,521
Y1	<---	LF	,092
Y1	<---	LS	,123
Y2	<---	Y1	,140

Fig. 4. Standardized Regression Weights

3.1.2 The Result of Hypothesis Testing

Hypothesis testing to determine the factors influencing the Practicum Learning Outcomes in the context of online learning was carried out using a Structural Equation Model (SEM) with Partial Least Square (PLS). The results of the hypothesis testing are presented in the following Fig. 3.

Based on the summary of the results of the regression weights data analysis above, it can be seen that:

1. Instructional design has a significant effect on self-directed learning readiness with an estimate value of 0.509 and Sig. of 0.000
2. Learning facilities have a significant effect on self-directed learning readiness with an estimate value of 0.113 and Sig. of 0.019
3. Student's learning style is significantly positive on self-directed learning readiness with an estimate value of 0.136 and Sig. of 0.002
4. Self-directed learning readiness has a significant effect on learning outcomes with an estimate value of 0.005 and Sig. of 0.002

Furthermore, the results of the analysis of direct effects and indirect effects with PLS can be presented in the following Figs. 4, 5, 6 and 7.

	LS	LF	ID	Y1
Y1	,123	,092	,521	,000
Y2	,017	,013	,073	,140

Fig. 5. Standardized Total Effects

	LS	LF	ID	Y1
Y1	,123	,092	,521	,000
Y2	,000	,000	,000	,140

Fig. 6. Standardized Direct Effects

	LS	LF	ID	Y1
Y1	,000	,000	,000	,000
Y2	,017	,013	,073	,000

Fig. 7. Standardized Indirect Effects

Based on the summary of the results of the analysis of direct effects and indirect effects with PLS above, it can be seen that:

1. instructional design has a significant direct effect on self-directed learning readiness with a path coefficient of 0.521
2. learning facilities has a significant direct effect on self-directed learning readiness with a path coefficient of 0.092
3. student's learning style has a significant effect on self-directed learning readiness with a path coefficient of 0.123
4. instructional design has a significant indirect effect on learning outcomes with a path coefficient of 0.073.
5. learning facilities has a significant indirect effect on learning outcome with a path coefficient of 0.013
6. student's learning style has a significant indirect effect on learning outcome with a path coefficient of 0.017

3.2 Discussion

The results of this study show that instructional design has a significant direct effect on self-directed learning readiness. Models of instructional design provide conceptual tools for visualizing, directing, and managing processes for developing high-quality teaching and learning materials [3]. Learner analysis, task analysis, needs analysis, developing goals and objectives, organizing instruction, developing instructional activities, assessing learner achievement, and evaluating are the key procedures in the instructional design process [10]. If all these key stages are met, the quality of learning can be improved in terms of input, process, and results. In online learning, good instructional design can increase students' self-directed learning readiness.

The results of this study strengthen the opinion of [4], which states that opportunities for individual learning, both instructionally and self-directed, are incorporated

into effective instructional design. Student-centered learning is a wonderful method of implementing learning since it gives students many learning opportunities and makes learning more significant. The effectiveness of student-centered learning needs to be supported by good self-directed learning. Instructional design must be able to facilitate students' control of learning with their own preferences and choices that define their best way of learning.

The results of the study found that learning facilities have a significant direct effect on self-directed learning readiness. This means that learning facilities are one of the determinants of student self-directed learning readiness. Learning facilities are an important resource to increase student self-directed learning readiness. The results of this study are in line with [4], which states that multimodal resources that are consistent with course content and technological accessibility should be used to accommodate students' interests, understandings, and capacities. Resources should enable students to engage in self-directed, extended learning outside of the constraints of the formal course structure [4].

The results of the study found that students' learning style have a significant direct effect on self-directed learning readiness. The results of this study strengthen the opinion of [13], which states that learning styles refer to the ability of learners to understand and process information in learning situations. The ability of students to understand and process learning information related to their self-directed learning. Learning style was one of the individual variations that may have an impact on how each student self-directed learning [14].

The results of the study found that self-directed learning readiness has a significant effect on learning outcomes. Self-directed learning is a concept found in people who are effective at controlling their learning through their own preferences and choices, confirming their best way of learning [11]. Self-directed learning is also viewed as an effective mode of learning for college students since college learning requires that learners be self-directed [11].

The results of the study found that instructional design has a significant indirect effect on learning outcome. The findings of this study support the research results of [2] which found that there was a significant effect of instructional design on student learning outcomes. One of the most important aspects of producing an active and enjoyable learning process for students is instructional design. The science of instruction and instructional design models are used to direct the creation of instructional design methods that elicit sui **Figure** cognitive processes to create effective learning outcomes [7].

The results of the study found that learning facilities has a significant indirect effect on learning outcome. The results of this study strengthen the findings of several previous studies which state that learning facilities have a significant influence on learning outcomes [5]. The findings of this study support those of [6], who found that access to learning facilities improves learning outcomes by supporting the learning process and making it more thorough. Academic achievement of a student may also be a measure of learning outcome.

The results of the study found that students' learning styles has a significant indirect effect on learning outcome. Learning outcomes are closely related to learning achievement where the results of this study are in line with the research of [7] which found that students' learning styles affect learning achievement. Students' learning styles helps the

learner to develop and achieve learning goals, enhance teaching strategies, and increase the efficiency of the learning outcome [1]. The findings of this study, however, differ from those of [9], who showed that there is no significant relationship between the dimensions of learning styles and learning outcomes. Cimermanová's research (2018) also finds that learning styles have no significant effect on academic achievement.

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