

## THE EFFECTIVENESS OF ONLINE AND CONVENTIONAL LEARNING MODELS ON THE LEARNING ACHIEVEMENT OF FOURTH SEMESTER STUDENTS OF STAB KERTARAJASA

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**Abstrak:** Penelitian ini bertujuan untuk mengetahui efektivitas model pembelajaran terhadap prestasi belajar mahasiswa semester IV STAB Kertarajasa di Masa Pandemi Covid-19 tahun akademik 2020/2021. Desain yang digunakan untuk penelitian berbentuk eksperimen dengan pendekatan kuantitatif. Instrumen yang digunakan dalam penelitian ini adalah angket yang disebarakan kepada 23 responden mahasiswa semester IV STAB Kertarajasa. Data yang telah diperoleh yaitu dari penyebaran angket kemudian dianalisis menggunakan skala likert dan nilai IPK dari model pembelajaran daring dan konvensional dianalisis dengan uji-t.

Hasil penelitian ini menunjukkan bahwa model pembelajaran daring ternyata tergolong dalam kategori mudah dengan persen capaian sebesar 59%. Untuk model pembelajaran konvensional juga tergolong dalam kategori mudah dengan persen capaian sebesar 69%. Sedangkan berdasarkan uji-t nilai IPK dari Model pembelajaran daring dan konvensional ternyata berada didaerah nyata (N). Jadi diharapkan mahasiswa terus belajar dengan baik dan tidak bermalasan-malasan, sehingga pelaksanaan kegiatan belajar dengan model pembelajaran daring maupun konvensional maka akan mendapat prestasi yang baik.

**Kata-kata Kunci:** pembelajaran daring, pembelajaran konvensional, prestasi belajar

**Abstract:** This study aims to determine the effectiveness of the learning model on student achievement in the fourth semester of STAB Kertarajasa in the Covid-19 pandemic period for the 2020/2021 academic year. The design used for the research is in the form of an experiment with a quantitative approach. The instrument used in this study was a questionnaire distributed to 23 fourth semester students of STAB Kertarajasa. The data that has been obtained from the questionnaire distribution is then analyzed using a likert scale and the GPA value of online and conventional learning model is analyzed by t-test.

The result of this research is that the online learning model is classified as easy with 59% achievement percentage. for conventional learning models are also classified as easy with a percentage of 69% achievement. based on the t-test the GPA values of online and conventional learning models are in the real area.

**Keywords:** online learning, conventional learning, learning achievement

## INTRODUCTION

The COVID-19 pandemic is a virus which is very dangerous that can lead to death. Because it is very dangerous so that activities outside are carried out at home, one of which is learning activities. Learning activities that were originally carried out face-to-face or carried out in class became online learning activities (at home). This has caused many changes as an aspect of social, economic, cultural, and even educational life. Government

Education Indonesia issued a Circular Letter of the Minister of Education and Culture No. 4 of 2020 concerning the Implementation of Policy and Education in the Pandemic Period (Covid-19) by closing and replacing the process of Teaching and Learning Activities (KBM) in schools using an online system at home. In addition, the International Health Organization or *World Health Organization* (WHO) announced the status of Covid-19 as a global pandemic requiring the whole world to make efforts to stop and overcome the impact it causes. The government chooses ways to prevent the spread of the virus in Indonesia with physical restrictions or *physical* distancing. This is in accordance with the Letter of the Secretary General of the Minister of Education and Culture of the Republic of Indonesia Number 35492 / AA5 / HK / 2020 dated March 12, 2020 concerning the prevention of Corona Virus.

In Law No. 20 of 2003 concerning the National Education System, article 1 paragraph 1 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual, religious, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Law on the National Education System, 2003). According to Hamalik (2001) education is a process in order to influence students in order to adjust themselves as well as possible to the environment and thus can cause changes in themselves that allow them to function strongly in community life. It is that

Education has an important role in a person's life which will be a provision in facing competition and future challenges. Education, especially learning activities during this pandemic, is carried out online, not face-to-face anymore.

The policy regarding online learning in Indonesia was enforced on March 16, 2020 in several provinces, especially at the Kertarajasa Buddhist College (STAB) as stated in the Circular Letter of the Ministry of Education and Culture Number 4 of 2020. STAB Kertarajasa is a Buddhist College located in Batu, Malang, precisely East Java.

To Seeing the effectiveness of online and conventional learning models on student learning achievement, STAB Kertarajasa carries out online or face-to-face learning activities using several social media, such as *WhatsApp* (WA), *Zoom*, *Google Meet* and *Classroom*. So it's the same with STAB Kertarajasa uses and utilizes some of these media, it is hoped that students can take part in learning at the same time even though in different places.

There is previous research related to the learning model, the research was conducted by Rita Kusumawardani, a student of FTMIPA Universitas Indraprasta PGRI in 2015 with the title "The Effectiveness of the TPSR Learning Model on Mathematics Learning Achievement in terms of Learning Style". This study aims to determine the effectiveness of the TPSR learning model in terms of learning style on mathematics learning achievement.

This study used experimental research. The results of this study are (1) there are differences in the effects given by each learning model on mathematics learning achievement, (2) there are differences in the effects given by each learning style on mathematics learning achievement, (3) there is an interaction between learning models and learning styles on mathematics learning achievement.

This second research was conducted by Rahayu Septiana, a student of the Faculty of Mathematics

and Natural Sciences UNY in 2017 with the title "The Effectiveness of the Application of *the Learning CYCLE 5E* Learning Model on the Motivation and Achievement of Chemistry Learning Students of Class XI Semester 2 SMA Negeri 1 Mertoyudan Academic Year 2016/2017". This study has the objectives of (1) whether there is a difference in motivation to learn chemistry between students who follow learning using the *Cycle 5E* learning model and students who follow learning using the *Children learning model in science* (CLIS). (2) the presence or absence of a distinction between chemistry learning performance of students who follow the *learning cycle 5E* learning model with students who follow the *Children learning in science* (CLIS) model, if the students' initial knowledge of chemistry is controlled statistically.

This study used experimental research with a design of one factor, two samples and one covariable. The results of this study are the results of the same t-test of the subjects obtained to = 8.261 and  $p = 0.000$ , t-test different subjects the results to = -3.505 and  $p = 0.001$  The results of the covariance analysis were obtained  $p = 0.001$ .

Suprihatiningrum (2013) states that the learning model is a conceptual framework that describes learning procedures systematically to manage student learning experiences so that certain desired learning goals can be achieved. The learning models used in this study are online learning models and conventional learning models.

### 1. Online learning model

Online learning is inseparable from the internet network. As is known that online learning can be carried out when there is an internet network. With this network, online learning will be carried out. Online learning also requires media as a liaison apart from the internet network in learning activities. Therefore, these two things are very important in online learning activities.

According to Ismail (2016), online learning is a learning process that utilizes the internet network during its implementation. Harjanto T and Sumunar (2018) (*in* Jamaludin, 2020) stated that online learning is a process of transforming conventional education into digital form so that it has its own challenges or opportunities. Bilfaqih (2015) argues that online learning

is the implementation of learning carried out in the network to cover a broad target.

### 2. Conventional learning

According to Sanjaya (2006) it is stated that conventional learning is learning where students are placed as learning objects that act as passive recipients of information. Djafar (2001) Conventional learning is done in one direction. In this learning, students simultaneously do two activities, namely listening and taking notes. Then according to Ruseffendi (2005) conventional learning generally has certain peculiarities, for example prioritizing memorization over understanding, emphasizing numeracy skills, prioritizing results over processes, and teacher-centered teaching.

The word achievement comes from the Dutch word *Prestatie*, then in Indonesian it is interpreted to be achievement which means the result of effort. Achievement is also said to be proficiency or concrete results that can be achieved at a certain period (Darmadi, 2017). According to Morgan (*in* Sardirman, 2009) states that learning achievement is the result of learning or behavior that concerns science, skills, and attitudes after going through a certain process, as a result of individual experience in interaction with their environment.

## RESEARCH METHODS

The type of research used in this study is an experimental research design with a quantitative approach. The place used to conduct this research was at the Kertarajasa Buddhist College (STAB) and the research was carried out in April 2021. In this study, data sources were obtained from primary data obtained from direct observations by researchers on respondents, and derived from questionnaires, while secondary (supporting) data were obtained from documents, reports, textbooks, notes related to the research conducted.

Data collection in this study used questionnaires, consisting of questionnaires about online learning models and conventional learning models. Questionnaire

is a data collection technique carried out by giving a set of questions or written statements to respondents to answer (Sugiyono, 2015). The techniques used in data analysis are analysis with Likert scale and analysis with t-test.

## RESULTS AND DISCUSSION

### Results

Table 1

Response Respond Towards Ease of  
Online Learning Model

Res	Question			Score
	1	...	10	
1	2		2	25
-				
-				
-				
23	2		3	33
	4		47	
	8			
Evaluation total				540
Category				M
% Capaian				59%

Based on Likert scale analysis, data obtained from questionnaires to respondents and presented in tabular form, it can be clearly seen that respondents' responses to the level of ease of online learning models are included in the easy category with a total score of 540 with a % achievement of 59% of the expected 100%.

Table 2

Response Respond Faces Level of  
Ease of Conventional Learning Model

Res	Question			Score
	1	...	10	
1				

### Discussion

1	4		3	29
-				
-				
-				
23	4		3	33
	6		65	
	7			
Evaluation total				631
Category				M
% Capaian				69%

Based on Likert scale analysis, data obtained from questionnaires to respondents and presented in tabular form, it can be clearly known that respondents' responses to the level of ease of conventional learning models are included in the easy category with a total score of 631 with a % achievement of 69% of the expected 100%.

Table 3

The Effect of the Learning Model on the Learning Achievement of Students in the Fourth Semester of STAB Kertarajasa Seen from the GPA (Cumulative Achievement Index)

Average score Learning model					
Conventional	daring	Difference	t-hitung	t 0,05	t 0,01
3,15	3,36	0,21*	2,202	2,021	2,704

From the table of values above, it states that there is a difference between the average value of online and conventional learning models, where the average value of online learning models is 3.36 and the average value of conventional learning models is 3.15 so that there is a difference of 0.21. It can be seen that t-hitung is located in the real area (N), it can be concluded that the online learning model is better than the conventional learning model.

The results of the research conducted showed that the response of fourth semester students of STAB Kertarajasa stated that the level of ease of the online learning model was in the easy area (M). This is shown from the calculation results, namely according to

The ten questions asked turned out to be nine questions in the easy category and one question in the very easy category. Results of student responses to the level of difficulty of the online learning model in total amounted to 540 with 59% achievement % of 100% expected. Online learning is one of the learning models that is a solution for distance learning in the current pandemic situation. One of the factors that causes online learning has a lower percentage of achievement than conventional learning because it is in the teaching and learning process

Learning  
online                      Must use media  
and internet networks. If one of them does not exist then learning is not carried out. Conversely, in conventional learning, if one or both of them are not there, learning is still carried out.

The results of the research conducted showed that the response of fourth semester students of STAB Kertarajasa stated that the level of ease of conventional learning models was in the easy area (M). This is shown from the calculation results, namely according to the ten questions asked, it turns out that nine questions are included in the easy category and one question is in the very easy category. The results of student responses to the difficulty level of conventional learning models in total amounted to 631 with a % achievement of 69% of the expected 100%. Judging from the results of research with the Likert scale that conventional learning models are better than online learning models. Results of research

Effectiveness type  
Performance learn

Learning shows a difference between the average score of the online learning model and

conventional, where the average value of the online learning model is 3.36 and the average value of the conventional learning model is 3.15 so that it has a difference of 0.21. When viewed from the t-count that it turns out that t-count is in the real area of the real area (N) there is a difference between the online learning model and the conventional learning model, so it can be concluded that the online learning model is better than the conventional learning model.

## COVER

### Conclusion

Based on the analysis of the Likert scale, the online learning model is classified as an easy category with a total score of 540 and a percentage of achievement of 59% of what is expected. The conventional learning model is also classified as an easy category with a total score of 631 and a percentage of achievement of 69% of what is expected, so it can be concluded that the conventional learning model is better than the online learning model.

Based on the t-test, the influence of conventional learning models with online learning models has a real difference, because  $t_{\text{calculate}} = 2.202 > t_{0.05(44)} = 2$ , then the online learning model is better than the conventional learning model.

### Suggestion

Based on the conclusions that have been explained that there is a need for continuous evaluation of online and conventional learning in order to know which one is the most effective. In addition, judging from the percentage of achievement results less than 70%, student learning activities need to be improved again, among others, by; actively read literature, internet, discussion and coaching by course supervisors.

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