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OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2022 Issue: 03 Volume: 107

Published: 12.03.2022 <http://T-Science.org>

QR – Issue



QR – Article



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THE EFFECTIVENESS OF ONLINE LEARNING IN THE TIME OF COVID 19 ON STUDENTS OF MANAGEMENT DEPARTMENT, FACULTY OF ECONOMICS AND BUSINESS, UNIVERSITAS RIAU

Abstract: This study aims to analyze the effectiveness of online learning in terms of access to support for the implementation of online learning most widely used at the tertiary level. This study employed a descriptive qualitative analysis where the data were collected using a questionnaire. This study involved 102 students of the Management Department, Faculty of Economics and Business, Universitas Riau, as its respondents. This study found that there are advantages and disadvantages of conventional and online learning in Management Department students, Faculty of Economics and Business, Universitas Riau. The drawbacks of online learning are bad behaviors from students such as lying down while studying, driving while listening to lectures, as well as being difficult to supervise online lectures. Accordingly, this makes online lectures for students of the Management Department, Faculty of Economics and Business, less effective. Prior to the Covid 19 pandemic, students of the Management Department, Faculty of Economics and Business, Universitas Riau, had never conducted online lectures. Therefore, students were not familiar with online lectures and were more interested in taking part in offline learning or face-to-face learning in class. The online learning schedule is not implemented, structured and coordinated online, weak signals, and limited internet data indicate that online learning for students of the Management Department, Faculty of Economics and Business, Universitas Riau is not effective.

Key words: COVID-19, Effectiveness, Online Learning.

Language: English

Citation: Sasmita, J. (2022). The Effectiveness of Online Learning in The Time Of Covid 19 on Students of Management Department, Faculty of Economics and Business, Universitas Riau. *ISJ Theoretical & Applied Science*, 03 (107), 378-387.

Soi: <http://s-o-i.org/1.1/TAS-03-107-22> **Doi:**  <https://dx.doi.org/10.15863/TAS.2022.03.107.22>

Scopus ASCC: 3300.

Introduction

Covid-19 is a disease that spreads quickly and is caused by the Coronavirus, which targets the human respiratory system (Rothan & Byrareddy, 2020). The first case of Covid-19 in Indonesia was confirmed in early March 2020. As an effort to prevent the spread of Covid-19, the World Health Organization (WHO) recommends stopping activities that might potentially cause crowds. During the Covid-19 period, all universities hold distance learning. The coronavirus disease 2019 (Covid-19) outbreak poses a challenge for educational institutions, especially universities. To fight Covid-19, the government has prohibited crowding, and encouraged to do social distancing,

physical distancing, wearing masks, and always washing hands. Through the Ministry of Education and Culture, the Government has prohibited universities from conducting face-to-face (conventional) lectures and ordered them to hold online lectures or online learning (Directorate General of Higher Education, Ministry of Education and Culture Circular Letter No. 1 of 2020).

The Indonesian government issued a regulation to carry out the learning process from home with terms Work from Home (WFH) and Learn from Home (LFH). As a result, all activities are carried out only from home. On March 24, 2020, the Minister of Education and Culture of the Republic of Indonesia

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issued Circular Letter Number 4 of 2020 on the process of enacting education policy during the Covid-19 outbreak's emergency period. This is done to reduce the impact of the spread of the Covid-19 virus (Rosali, 2020). Maintaining a distance to reduce physical contact that has the potential to transmit disease is known as social distancing (Bell et al., 2006).

Based on the Circular of the Minister of Education and Culture of the Republic of Indonesia, the Faculty of Economics and Business, Universitas Riau, also made a policy to conduct lectures online for all students. The problem in online learning for FEB students at Universitas Riau generally lies in the availability of internet services. This difficulty in accessing internet services occurs when FEB students of Universitas Riau are in the village since most of the students during the Covid-19 pandemic returned to their villages and lived in areas with poor network service. Hence, difficulties in internet connection caused by networks around their respective areas often experience interference. This becomes an obstacle when the learning process is in progress because an unstable network will result in miscommunication.

Another problem faced when implementing online learning is that most students complain that the costs incurred to buy internet data are getting higher. Even though the government has provided free internet data for students, it is still not enough because online learning requires quite a lot of internet data. This is because most of the lectures provide the material using Google Meet which aims to make the material provided easy to understand by students. Furthermore, many students who take online lectures are less serious, such as listening to lecturers explaining lectures while lying down, driving a vehicle, or eating. Naturally, this might disrupt student concentration. This study was conducted on 2018 and 2019 year students of the Management Department, Faculty of Economics and Business, Universitas Riau, of the year 2018 and 2019 because they were still actively participating in current education and had experienced face-to-face and online lectures. A total of 102 respondents were sampled in this study.

The importance of this online learning effectiveness research is to investigate how effective online learning is compared to offline learning. The priority of this study is to find out how a student thinks about online learning, whether online learning is better than offline learning. This study also aims to investigate which media are more effectively used during the virtual learning process and know the obstacles faced by students and lecturers during the online learning process. Therefore, the level of effectiveness of online learning can later be used as reference material to evaluate learning in general for FEB students, Universitas Riau.

Several studies had been conducted by several researchers, such as Abidin et al. (2020) who examined

the effectiveness of distance learning in terms of understanding the subject matter, Hidayah et al (2020) who investigated the effectiveness of online learning in the Covid-19 pandemic period, and Dwindia et al (2021) who analyzed the effectiveness of online learning in facing the Covid-19 pandemic outbreak. They agree that the implementation of online learning has not been effective. With a similar theme, they conclude that online learning with the virtual learning method has advantages and disadvantages, both from lecturers and students. Research states that lectures can run smoothly, but several obstacles make learning not ideal and not effective for improving student learning outcomes. Thus, it is important to conduct virtual learning effectiveness research to determine the level of learning effectiveness for FEB students, Universitas Riau, during the Covid-19 Pandemic.

Theoretical Review

Effectiveness: Definition, Measures and Criteria, and Approach

This Effectiveness is one of the achievements that an organization wants to achieve. Effective in English means successful or something that is done successfully. Popular scientific dictionaries define effectiveness as the accuracy of use, use, or support for goals. Effectiveness is a key element in achieving the goals or targets that have been set in each organization, activity, or program. Something is said to be effective if the goal or target is achieved as determined (Iga Rosalina, 2012).

The word effectiveness has several meanings. Great Dictionary of the Indonesian Language mentions three meanings of effectiveness. The first meaning is the existence of an effect, consequence, influence, and impression. The second meaning is efficacious and the third meaning is something that brings results. The word effective is taken from the word effect which means influence, indicating the effect of an element. Therefore, effectiveness is influence or success after doing something (Great Dictionary of the Indonesian Language Team, 1995). The concept of effectiveness can be used to evaluate the direction of an organization. This idea is one of the determining variables in determining whether or not significant changes to the organization's form and management are required. In this case, effectiveness is the achievement of organizational goals through the efficient use of the available resource, in terms of inputs, processes, and outputs. In this case, resources include the availability of personnel, facilities, and infrastructure as well as the methods and models used. An activity is said to be efficient if it is carried out correctly and in accordance with procedures, while it is said to be effective if the activity is carried out correctly and provides useful results (Iga Rosalina, 2012). It can be concluded that organizational activities are said to be effective if an organization's

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activities run according to the rules or the targets set by the organization.

Sejathi (2011) defines effectiveness as usability or supporting goals. Furthermore, Ali Muhidin (2009) also explains that effectiveness is related to the issue of how to achieve the goals or results obtained, the usefulness or benefits of the results obtained, the level of function of the elements or components, as well as the problem of the level of user satisfaction. According to Ravianto (2014), effectiveness refers to how well work is done and how well people create expected results. This means that a task is effective if it can be done according to the plan in terms of time, money, and quality. Meanwhile, according to Gibson et al Bungkaes (2013), effectiveness is an assessment made in relation to an individual, group, and organizational achievements. The closer their performance is to the expected "standard" performance, the more effective they are judged to be. Furthermore, Wiyono (2007) defined effectiveness as an activity that is carried out and has the expected impact and results. According to Mahmudi (2010), effectiveness is the extent to which the unit issued is able to achieve the goals set. In addition, Hidayat in Rizky (2011) defines effectiveness as a metric that indicates how far a goal (quantity, quality, and time) has been met. The more of the target that is met, the more effective the strategy is. Therefore, to conclude, effectiveness is a measure that states how far the target or goal has been achieved.

From several definitions of effectiveness above, it can be concluded that in general effectiveness can be interpreted as the existence of an influence, effect, and impression. Effectiveness encompasses not only the ability to influence or convey messages, but also the achievement of objectives, the establishment of standards, professionalism, the establishment of objectives, the existence of programs, the availability of materials, and the application of methods. Targets or facilities can also impact the goals to be accomplished or effective is a metric that states how far management has achieved the targets (quality, quantity, and time) that have been set in advance. According to Slavin (2009), the factors that affect effectiveness are quality, appropriateness, intensive, and time.

Measuring the effectiveness of an activity program is not a very simple material, because effectiveness can be studied from various perspectives and depends on who assesses and interprets it. Seen from the point of view of productivity, a production manager provides an understanding that effectiveness means the quality and quantity (output) of goods and services. Comparing the plans that have been determined with the actual results that have been realized can also be used to determine the level of effectiveness. However, if the effort or the results of the work and actions taken are not appropriate, the goals are not achieved, or the expected goals, then it

is said to be ineffective. According to Iga Rosalina (2012) criteria or measures on the achievement of effective goals or not are a) Clarity of goals to be achieved, b) Clarity of strategy for achieving goals, c) A solid process of analysis and policy formulation, d) Careful planning, e) Proper programming, f) Availability of work facilities and infrastructure, g) Effective and efficient implementation, h) The supervisory and control system that is educational in nature as for the criteria for measuring effectiveness, namely: 1) Productivity, 2) Ability to adapt to work, 3) Job satisfaction, 4) Profitability, and 5) Resource search. Ricard M. Steers (in Nadia Azlin, 2013) suggests several measures of effectiveness, namely 1) Quality, 2) Productivity, 3) Alertness, 4) Efficiency, 5) Income, 6) Growth, 7) Stability, 8) Crash, 9) Morale, 10) Motivation, 11) Cohesiveness, and 12) Flexibility of adaptation. Furthermore, Tangkilisan (2005) suggests 5 (five) criteria in measuring effectiveness, namely 1) Productivity, 2) Work adaptability, 3) Job satisfaction, 4) Profitability, and 5) Resource search.

The effectiveness approach is used to measure the extent to which the activity is effective. There are several approaches used for effectiveness (Dimianus Ding, 2014), namely the target approach (Goal Approach). This approach tries to measure the extent to which an institution has succeeded in realizing the targets to be achieved. The targeted approach in measuring effectiveness begins with identifying organizational goals and measuring the level of organizational success in achieving these goals. An important target to consider in measuring effectiveness with this approach is a realistic target to provide maximum results based on the "Official Goal" by paying attention to the problems it causes, by focusing on the output aspect, namely by measuring the success of the program in achieving the planned output level. Thus, this approach tries to measure the extent to which the organization or institution has succeeded in realizing the goals to be achieved.

Online learning

In the midst of the recent Covid-19 outbreak, implementing digital-based learning or e-learning is very useful to protect students from the spread of the Covid-19 virus. Moreover, the government has urged people to do activities at home in an effort to maintain physical distance or maintain physical distance to suppress the spread of the virus.

Without face-to-face lectures, online lectures are a solution to keep teaching and learning activities amid the spread of the coronavirus (Purwanti & Krisnadi, 2020). Online learning is a solution for continuing to carry out teaching and learning activities (Rachmat & Krisnadi, 2020). During the pandemic, various alternative offers for online learning applications are increasingly selling (Sherina, 2020). Online learning, as defined by Dabbagh and Ritland

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(2005), is an open and distributed learning system that uses pedagogical tools (educational aids) and is enabled by the internet and network-based technology to facilitate the formation of the learning process and knowledge through meaningful action and interaction.

One form of alternative learning that can be carried out during the Covid-19 emergency is online learning. According to Moore, Dickson-Deane, & Galyen (2011), online learning is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions. According to Zhang et al (2004), the usage of the internet and multimedia technologies can change the way knowledge is delivered and can be a viable alternative to traditional classroom learning.

Online learning in its implementation requires the support of mobile devices such as smartphones, tablets, and laptops that can be used to access information anywhere and anytime (Gikas & Grant, 2013). The use of mobile technology in education has made a significant contribution, including the achievement of distance learning goals (Korucu&Alkan, 2011). Virtual classrooms employing Google Classroom, Edmodo, and Schoology (Enriquez, 2014; Sicat, 2015; Iftakhar, 2016), as well as instant messaging apps like WhatsApp, can be utilized to facilitate the deployment of online learning (So, 2016). Even social media sites like Facebook and Instagram can be used to learn online (Kumar & Nanda, 2018).

Online learning is a method that allows students to learn more broadly, more extensively, and in a more diverse manner. Students can learn whenever and wherever they want because to the system's features, which allow them to learn regardless of distance, geography, or time. The learning materials studied are more varied, not only in verbal form, but also in more varied forms such as visual, audio, and motion (Cepi Riyana, 2018).

Smaldino, Lowther, and Russell (2008) stated that the online learning model can realize an effective learning function. Moreover, according to Machmes and Asher as cited by Roblyer & Doering (2010), two-way interactive learning online is more effective than traditional learning.

Forms of online learning

Since the Covid-19 pandemic, online learning has become increasingly popular. Since 2020, more and more universities are implementing online learning systems to prevent the transmission of the Covid-19 virus. Various applications are used to carry out online learning (on the network) (Suhada et al., 2020). There is a wide selection of applications for online lectures including Zoom, Google Classroom, email, et cetera. Online learning activities are carried out through various special communication platforms that allow proper learning activities in the classroom

to be carried out such as Google Classroom, Google Meet, Zoom, Edmodo, and so on.

The benefits of online learning

In online learning, lecturers give lectures through virtual classes that can be accessed anywhere and anytime. This allows students to freely choose which courses to follow and the tasks that must be done in advance. The results of a study conducted by Sun et al., (2008) indicate that flexibility of time, location, and online learning methods affect student satisfaction in learning. Another interesting finding in that study was that students feel more comfortable asking questions and expressing opinions in online lecture forums. Learning from home makes them not feel the peer pressure they usually feel when studying with friends in face-to-face lectures. The absence of the lecturer physically also makes them not feel awkward in expressing their opinions. According to Sun et al., (2008), the absence of physical barriers and limitations of space and time make it easier for students to communicate. Furthermore, online learning reduces unpleasant sensations, allowing students to freely express themselves and ask questions. Student leaning freedom can also be fostered through online distance learning. Without the direct guidance of lecturers, students must seek out information regarding course material and tasks on their own. Reading reference books, internet articles, scientific publications, and chatting with peers via instant messaging software are just a few of the activities carried out. Kuo et al., (2014) argue that online learning is more student-centered and can bring up the responsibility and autonomy of students in learning. Online learning requires students to prepare their learning, organize and evaluate, as well as simultaneously maintain their learning motivation (Sun, 2014). This learning method is also able to trigger the emergence of independent learning and encourage students to be more active in lectures.

A.W Bates and K Wulf (Wijaya, et al. 2016) explain that the benefits of online learning are as follows: 1. Increasing the level of learning interaction between lecturers and students; 2. Allowing learning interactions from anywhere and anytime (time and place flexibility); 3. Facilitating students in a broad scope (potential to reach a global audience).

Weaknesses of online learning

The online learning process also found several new problems faced by students, ranging from home learning facilities such as network strength, lack of internet data, to the problem of students feeling bored or confused with the learning process. The learning process is used with various communication media that can be adapted to the appropriate learning process. Therefore, students study at home enthusiastically and do not feel burdened in carrying out the tasks assigned. The problem of infrastructure is the first problem experienced by students to

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participate in online learning, especially students who come from outside Jakarta. This very changing learning system has had a huge impact on the world of education (Simatupang et al., 2020)

The obstacle that most often arises during the implementation of online learning is internet data that students do not have (Arizona et al., 2020). This epidemic is not only targeting the education sector but also targeting the economic sector where parents of students have difficulty buying internet data. Furthermore, not all students' residences have strong internet network access, becoming one of the most important main issues in the learning process. This change also makes lecturers who are not accustomed to using online learning technology are required to be able to manage online classes, although there are still lecturers who only communicate via WhatsApp groups in the learning process and send assignments via email.

Online learning also has its challenges. The separate location of lecturers and students when carrying out learning makes lecturers unable to directly monitor student activities during the lecture process. There is no guarantee that students pay attention to the explanation given by the lecturer. Szpunar, Moulton, & Schacter, (2013) stated that students daydream more often in online lectures compared to face-to-face lectures. For this reason, Khan (2012) suggests that online lectures should be carried out in a short time because students have difficulty maintaining concentration if online lectures are carried out for more than an hour.

Research data also shows that many students have difficulty understanding lecture material given online. Lecture material which is mostly in the form of reading material cannot be fully understood by students. Students assume that reading the material and doing assignments is not enough. They need a direct verbal explanation from the lecturer regarding some complex material. Communication with lecturers through instant messaging applications or in the discussion column provided by virtual classroom applications is not able to provide a comprehensive explanation of the material being discussed. Garrison & Cleveland-Innes (2005) conducted a study by engineering the involvement of lecturers in online lectures. Their study found that a class where the

involvement of the lecturer very little does not show any deep and meaningful learning.

Research Method

The quantitative research method was used in this study where the data were obtained by distributing a GoogleForm questionnaire online. the questionnaire distributed contained questions about the differences in the learning effectiveness of students from the Faculty of Economics and Business, Universitas Riau during the pandemic and before the pandemic. The obtained data were analyzed using a descriptive qualitative manner in this study. The respondents were selected using the purposive sampling method by determining the selected sample from certain criteria (Sugiyono, 2012). The sample criteria in this study were students who had studied both face-to-face in class and online settings. This study was conducted in several stages, namely the preliminary study stage by looking for applications often used during online learning. This study involved 102 students of the Management Department, Faculty of Economics and Business, Universitas Riau. The Chi-square method was employed with data processing carried out using excel. The obtained data were analyzed using qualitative analysis based on the Miles and Huberman concept based on data reduction and data presentation. A conclusion was drawn after getting the results of respondents from GoogleForm in the form of percentage data.

Findings And Discussion

There is a difference between virtual learning using e-learning and non-virtual learning or better known as conventional learning. conventional learning is a learning process carried out by combining one or more learning methods where lecturers have an important role in this approach. Methods used in conventional learning can be in the form of face-to-face explanations, giving assignments, and asking questions. Meanwhile, e-learning can be defined as technology-based learning where learning materials are sent electronically to students over long distances using a computer network (Trianto, 2007). Further details related to the comparison of advantages and disadvantages between conventional and online learning are presented on the results of the study in Table 1 below:

Table 1. Comparison of Strengths and Weaknesses between Conventional and Online Learning

Strengths	No	Conventional Learning	Online Learning
	1	Motivating students	More independent students
2	Social interaction between fellow students and lecturers	Unlimited access	
3	Fast response	Shorter lecture time	
4	A familiar setting between lecturers and students	Flexible location	
1	Dependent on the lecturer (rigid)	Requiring careful preparation from the lecturer	

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Weaknesses	2	Limited time and location	Boredom due to lack of interactivensess or slow feedback
	3	Requiring a relatively large cost	Bad behavior, hard to be supervised, costly internet, and poor internet connection

Table 1 above presents that there are advantages and disadvantages of conventional and online learning for students of the Management Department, Faculty of Economics and Business, Universitas Riau. The advantages of conventional learning can motivate learning, establish social interaction between fellow students, get fast responses, and know each other between lecturers and students. However, there are also drawbacks to conventional lecturers, which are too dependent on lecturers, limited location and time to only be in class, and require transportation costs to come to campus. As for the advantages of online lectures, the location of the lectures can be anywhere

and the scope is not limited. the tasks given can create independence for students and the lecture time can be shorter. Meanwhile, the disadvantages of online lectures are that lecturers need careful preparation, boredom in the learning process, and lack of interactive and slow feedback. Furthermore, there are unfavorable behaviors from students such as lying down while studying, driving while listening to lectures, and being harder to supervise the students. Accordingly, online lectures for students of the Management Department, Faculty of Economics are less effective.

Table 2. Percentage of students' interest in online and offline learning

No	Indicator	Description			
		Interested	Fairly Interested	Less Interested	Not Interested
1	Interest in online learning	5.5 %	31.5 %	30.5 %	32.5 %
2	Interest in offline learning	65.5 %	30.2 %	4.3 %	—

Table 2 above presents the average answers of respondents who followed online and offline learning. 63% of students answered that they were less interested and not interested to participate in online learning. Only 37% of students were interested and quite interested to take online courses. Meanwhile, the students most interested and quite interested to take offline learning of 95.7% and only 4.3% of students were less interested to study offline (face-to-face learning in class).

Google Classroom. The learning platform was used as needed at each meeting, both synchronous and asynchronous. The most widely used platform during the synchronous meeting was those from Google. The results of this study support a previous study conducted by Ernawati (2018) that internet-based services are provided by Google as an e-learning system. This application is designed to help lecturers create and distribute assignments to students in a paperless manner. The utilization of Google Classroom can be done through multi-platform computers or smartphones.

Table 3 explained that the various virtual learning platforms were used in online learning, including WA Group, Zoom, Google Meet, and

Tabel 3. Frequently Used Platform

No	Indicator	Application			
		Google Classroom	Google Meet	WAG	Zoom
1	Frequently used platforms	15.5	45.5	37.5	1.5
2	Effective platform	42.5	35.3	17.2	5

Based on the results of respondents' answers, Google Meet is a platform that was often used with a percentage of answers from respondents of 45.5% and Google Classroom is a platform that was used asynchronously with a percentage of answers of 15.5%. Furthermore, based on respondents' answers, 42.5% of respondents believed that Google Classroom

is an effective virtual learning platform to use. The positive value of using Google Classroom, especially in the increasingly flexible time and other advantages, is its ability to facilitate students to study anywhere without being limited to a classroom setting (Ernawati, 2018)

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Table 4. Students' Confidence Level in Expressing Opinions

№	Indicator	Description			
		Poor	Fair	Good	Excellent
1	Student confidence in expressing an opinion	47.5 %	34.5 %	11.5 %	6.5 %

Table 4 presents that 47.8% of students felt less confident to express opinions during virtual learning. references to learning resources provided by lecturers during the virtual learning process were more difficult to understand than those provided on non-virtual learning systems. It is evident that 85% of respondents chose non-virtual learning system resources to be easier to understand. The data also present that 63% of respondents rarely understand the material during virtual learning. When it comes to the opinion,

Sadikin & Hamidah (2020) argues that virtual or online learning has obstacles in terms of understanding material by students, where many students still have difficulty understanding the material delivered virtually and the textbooks provided are not infrequently difficult to understand by students. This then makes students have a low level of self-confidence because it is difficult to understand the material and assignments presented by the lecturer.

Table 5. Percentage Level of Implementation of Online and Offline Learning Schedules

№	Indicator	Description	
		Yes	No
1	The learning schedule is implemented, structured, and coordinated online	42.7	57.3 %
2	The learning schedule is implemented, structured, and coordinated offline	90 %	10%

The results obtained on the level of implementation of the Online and Offline learning schedule show that 57.3% of respondents stated that the online learning schedule was not implemented, structured, and coordinated online while 90% of respondents stated that the learning schedule was implemented, structured, and coordinated offline. This shows that the implementation of offline learning is more effective than online learning.

conducting online learning is schedule conflicts due to sudden schedule changes. Table 5 indicates learning activities in the online system tend to be unstructured or uncoordinated according to the schedule, for 57.3% of respondents think that non-virtual lecture time is more structured and follows the schedule.

86% of respondents mentioned that the quality of teaching materials presented in virtual learning is of high quality.

Rosali et al., (2020) mentioned that another obstacle that is also a problem for students in

Table 6. Online and Offline Learning Media Quality

№	Indicator	Description		
		Qualified	Fair	Less Qualified
1	Quality of Online Learning Media	50.5 %	35.5 %	14 %
2	Quality of Offline Learning Media	32.5 %	30.5%	37 %

Table 7. Platforms Used

No	Indicator	Description			
		Unsupported device	Poor internet connection	Limited Internet data	Electrical fault
1	Frequently used platforms	8 %	55.8 %	32 %	4.2 %

Table 7 presents the opinions of respondents about the platform used in online lectures which state that there was a limited internet data of 32%, a poor internet connection of 55.8%, and unsupported device of 8%, indicating that they had cellphones or laptops that were inadequate to support virtual

lectures. Moreover, 4.2% of respondents were constrained by the flow of electricity. Thus, the most dominant issue in the implementation of online lectures is a poor internet connection and limited internet data.

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Table 8. Total Allocated Funds Spent on Virtual Learning

№	Indicator	Budget Allocation		
		1	Allocation of online learning funds	> 300.000 50.5 %

Seen from the allocation of funds spent by respondents during online learning, the average respondent spends on the average above 300,000 / month.

Online learning has weaknesses including low-interest rates, the need for expensive internet fees, unsupported devices, and weak internet connection. Szpunar, Moulton, & Schacter (2013) stated that students daydream more often in online lectures compared to face-to-face lectures. Therefore, Khan (2012) suggests that online lectures should be carried out in a short time since students have difficulty maintaining concentration if online lectures are carried out for more than an hour.

These various kinds of weaknesses do not occur in conventional or non-virtual lectures, due to differences in the media and methods used. There are two factors that make students have low interest in participating in online learning, including a) the boredom factor because the platform used is always the same during the learning period, and b) constraining factor includes the need for expensive internet fees, unsupported devices, and weak internet connection. Interest in virtual learning has an effect on the effectiveness of virtual learning. based on data processing using the Chi-Square method on interest in virtual learning, it can be seen that the significant result is 1%, indicating that online learning for Management Department students, Faculty of Economics and Business, Universitas Riau, is not effective. This is in contrast to many researchers who state that virtual learning has a high level of effectiveness. Likewise, a descriptive analysis study conducted by Anthony Anggrawan (2019) concluded that students with auditory and visual learning styles who were taught by the online learning model had an average score of superior learning outcomes compared to those who were taught using the face-to-face learning model. Currently, there is still disagreement on the achievement of learning outcomes, whether face-to-face learning or online learning. the above opinion is supported by the opinion of Simonson, Smaldino, Albright, & Zvacek (2012), that there is no clear and verified process to determine whether face-to-face learning, online learning, or blended learning of the two is the best.

Conclusions

There are advantages and disadvantages of conventional and online learning for students of the Management Department, Faculty of Economics and Business, Universitas Riau. The advantages of

conventional learning can be learning motivation, the establishment of social interaction between fellow students, faster response, and familiarity with lecturers and students. However, there are also drawbacks to conventional lectures, namely, depending on the lecturer (rigid), limited time and location, and requiring relatively large costs. The advantages of online learning are that students are more independent, have unlimited access, have shorter lecture time, and have a flexible location. Then, the drawbacks of online learning are requiring careful preparation from the lecturer, boredom, lack of interactive and slow feedback, unfavorable behavior from students such as lying down or driving during the lectures, and the difficulty to supervise online. Accordingly, online lectures for students of the Management Department, Faculty of Economics and Business, are less effective.

Before the Covid 19 pandemic, students of the Management Department, Faculty of Economics and Business, Universitas Riau, had never conducted online lectures. Hence, students were not familiar with online lectures and were more interested in taking part in offline learning or face-to-face learning in class. Based on the results of respondents' answers, Google Meet is the most frequently used platform during online learning, and Google Classroom is the most effectively used platform in online learning. Students feel less confident to express opinions during online lectures. References to learning resources provided by lecturers during the online learning process are more difficult to understand than those provided on conventional learning systems. This then makes students have a low level of self-confidence since it is difficult to understand the material and assignments presented by the lecturer. The online learning schedule is not well implemented, structured, and coordinated. This shows that offline learning is more effective than online learning. Hence, the most dominant problem in the implementation of online lectures for students majoring in management at the Faculty of Economics and Business, Universitas Riau, is a poor internet connection and limited internet data. Furthermore, based on data processing using the Chi-Square method on the internet level in virtual learning, it can be seen that the significant result is 1%, indicating that online learning by students of the Management Department, Faculty of Economics and Business, Universitas Riau is not effective. Based on the explanation above, it can be concluded that online learning for students of the Management Department, Faculty of Economics and Business, Universitas Riau

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does not work effectively in general. This is in contrast to many researchers who stated that online learning had a high level of effectiveness. Currently, there are still disagreements on the achievement of learning outcomes whether face-to-face learning or online learning is better. The above statement is supported by Simonson, Smaldino, Albright, & Zvacek (2012), that there is no clear and verified process to determine whether face-to-face learning, online learning, or blended learning, a mixed model of the two, is the best.

Suggestions

To improve the effectiveness of online learning, several things need to be considered including 1) simple material, 2) the use of virtual meetings only to explain theories that are difficult to understand, 3) not overworking the students, 4) coordinating well with the students, 5) providing information related to discussion forums/webinar to train to adapt online, 6) ontime schedule, 7) using the same system/platform as online learning media, 8) strict supervision of students, 9) conducting lecture in a place that has a good internet connection, and 10) conducting lectures

in a place that has WiFi in order not to be burdensome for students in purchasing internet data.

Recommendations

Learning carried out during the Covid-19 pandemic should be online learning due to social distancing and the many benefits of online learning. Online learning can save costs and time, has more practical, flexible, and a more appropriate approach, and provides a fun learning experience. It is more personal, easy to document, and environmentally friendly because it can reduce paper usage. However, after Covid-19 has passed, it is better if the blended learning process should be applied because it is a combination of synchronous and asynchronous learning systems. Conventional learning is a learning process carried out by combining one or more learning methods and educators have an important role in this approach, while the methods used are face-to-face explanations, assignments, and questions and answers. Meanwhile, e-learning can be defined as technology-based learning where learning materials are sent electronically to students over long distances using computer networks.

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