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EFFECTIVENESS OF ONLINE LEARNING IN HOSPITALITY AND TOURISM MANAGEMENT STUDY PROGRAM AT RUNATA BUSINESS COLLEGE

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Abstract. This research aims to find out the effectiveness of online learning in the Hospitality and Tourism Management Study Program at Runata Business College. This research is descriptive analysis study by using a quantitative approach. The data were collected by using questionnaires, interviews, observation, and documentation methods. The number of samples used in this study was 30 students who were determined based on the census sample method. The validity test in this study used Alpha Cronbach, while data analysis used simple linear regression. The results of this study found that effectiveness had a positive and significant effect on online learning, with a value of $0.029<0.050$ which identifying that H_0 was rejected and H_1 was accepted.

INTRODUCTION

Every human being certainly needs education. Education is the most important thing and is considered as self-identity, because with education human life can be better (Setiono, Handayani & Selvia, 2020). In addition, education is also a benchmark for the progress of a country. The higher the quality of education in a nation, the better the mindset of its people will be (Jaelani et al., 2021). The world of education in Indonesia in early 2020 was shocked by the Covid-19 virus. The Committee for Handling Covid-19 and National Economic Recovery (28 July 2020) stated that due to the Covid-19 pandemic in Indonesia starting March 2020; 104,432 people were confirmed positive. This incident certainly had an impact on the lives of the Indonesian people, the people activities and lifestyle underwent enormous changes.

The Indonesian government made a policy to break the chain of transmission of the Covid-19 virus by imposing physical distancing. The education sector is one of the areas affected by the enactment of this regulation (Novariana, 2021). Learning activities ranging from early childhood to tertiary education no longer use face-to-face learning models and switch to online learning. The government considers that online learning is the best solution so that the learning process in schools can be continued (Arizona et al., 2020). Online learning is activities carried out by students and educators using the internet as a medium (Elvira et al.,

2022). Online learning is a process of transition from a traditional learning system to a digital format which has its own challenges and opportunities (Zhafira, 2020).

At the Runata Business College, online learning began in the even semester of the academic year 2019/2020 until the 2020/2021, focusing on three batches, they are the 2018, 2019, and 2020 generations. Even though online learning has been carried out for 2 years, there are still some drawbacks in its implementation. Based on observations made by researchers, the obstacle found during online learning is that there are still several lecturers who taught only through the WhatsApp group and give assignments through the Qampus application without giving explanations to students so that it makes learning less effective. Because of this sudden change, lecturers and students are required to understand and be responsive to the use of technology and learning applications during online learning such as Google Classroom, Google Meet, and Zoom.

This is in line with the results of Astuti & Baysha's (2021) which states that there are advantages and disadvantages in implementing online learning, namely: (1) changing the role of students from being passive in learning to being active; (2) with online learning, students are trained to study independently; (3) easily obtain additional material by accessing the internet; (4) online learning is relatively more efficient; (5) implementation of learning and materials can be accessed anywhere and anytime; (6) learners/students can share information with each other and can access learning materials at any time and repeatedly. Meanwhile, the weaknesses of online learning include (Marhaeni et al., 2022): (1) lack of interaction between lecturers and students; (2) there is no adequate internet network available for online learning; (3) if you get an assignment to directly copy other people's writings from the internet; (4) lack of enthusiasm or motivation for student in learning due to online learning that lasts too long; (5) difficulty in communication and discussion online with lecturers and friends.

The advantages and disadvantages in implementing a learning method will definitely be found in the classroom. Therefore, researchers feel the need to conduct research on the effectiveness of implementing online learning in the classroom. According to Ravianto (in Mustakim, 2020), effectiveness is a measure of how well a job is done. In this case, a job is considered effective if it is completed on schedule, on time, within budget, and with quality. An organization is said to have been running effectively if its goals have been achieved. The effectiveness of learning is not only viewed from the aspect of learning achievement, but also needs to be reviewed based on the aspects of the process and supporting facilities Devi et al. (2022). The effectiveness of learning method becomes a measurement related to the success of learning process.

Regarding indicators of learning effectiveness Kurniasari et al. (2020) stated that indicators of learning effectiveness include a) access, b) assistance, c) task reactions, d) subject difficulties, e) material, f) media, g) evaluation, and h) clarity instructions. Therefore, there are obstacles in the implementation of online learning, a solution must be found immediately, so that the projection of learning with the online system can run effectively. Lecturers as educators must certainly be accustomed to teach using learning applications where the packaging must make it easy to access, effective, and understood by students. So, by utilizing and applying online learning tools that are appropriate and in accordance with the material, it is expected to be able to increase the effectiveness of online learning (Widana, 2020).

The definition of effectiveness is the usefulness and organization of all learning components in order to achieve learning objectives (Suprijono, 2015). So, learning effectiveness can be interpreted as a measure of the success of a learning process between students, or students and lecturers in achieving learning goals. From the explanations above, it is concluded that the effectiveness of learning is the success achieved through a particular learning method in accordance with the planned learning objectives. In this study, the level of success was the perception of students doing online learning through supporting learning media (zoom, google meet, whatsapp group, and Qampus). Based on this description, researchers feel the need to conduct research entitled Effectiveness of Online Learning in Hospitality and Tourism Management Study Program at the Runata Business College.

METHOD

The location of this research was at the Runata Business College which is located at Jalan Tukad Badung VII, No. IX Renon, Denpasar. This research is categorized to descriptive quantitative research, using the independent variable (X1), namely effectiveness and the dependent variable (Y), namely online learning. This research was measured using a Likert scale. The used data were including primary and secondary data. Primary data was obtained by conducting interviews and distributing questionnaires, while secondary data was obtained by collecting documentation and observation. The sample in this study consisted of 30 students from the 2018, 2019 and 2020 generations. The sampling method used in this study was the saturated sample method. The procedure for collecting data is by giving questions and written statements through questionnaires to students as research objects. In addition, researchers also conducted interviews with several students about the effectiveness of online learning at Runata Business College. Observations were made to complete the data by making observations during online learning. The results of data collection were then analyzed using instrument tests, classical assumption tests, quantitative analysis, and hypothesis testing. Apart from that, data analysis was also carried out by analyzing qualitatively, namely by investigating an online learning phenomenon in class and making a complex picture descriptively in the form of words and language. In this case, the results of the questionnaires, interviews, and observations are explained descriptively.

RESULTS AND DISCUSSION
Results
Normality test
The purpose of doing the normality test is to test whether the residuals in the regression model are normally distributed or close to normal.

Table 1. Normality Test with the Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters[a,b]	Mean	0.0000000
	Std. Deviation	2.29177698
Most Extreme Differences	Absolute	0.166
	Positive	0.115
	Negative	-0.166
Test Statistic		0.166
Asymp. Sig. (2-tailed)		.085[c]

Based on the data from the calculation of the normality test, a significance level of 0.200>
0.05 is found, so that Asymp.Sig (2-tailed) is greater than the level of significance used.
Therefore, it can be concluded that the analyzed residuals are normally distributed.

Heteroscedasticity Test
Heteroscedasticity Test aims to test whether in the regression model there is an inequality
of variance from the residuals of one observation to another.
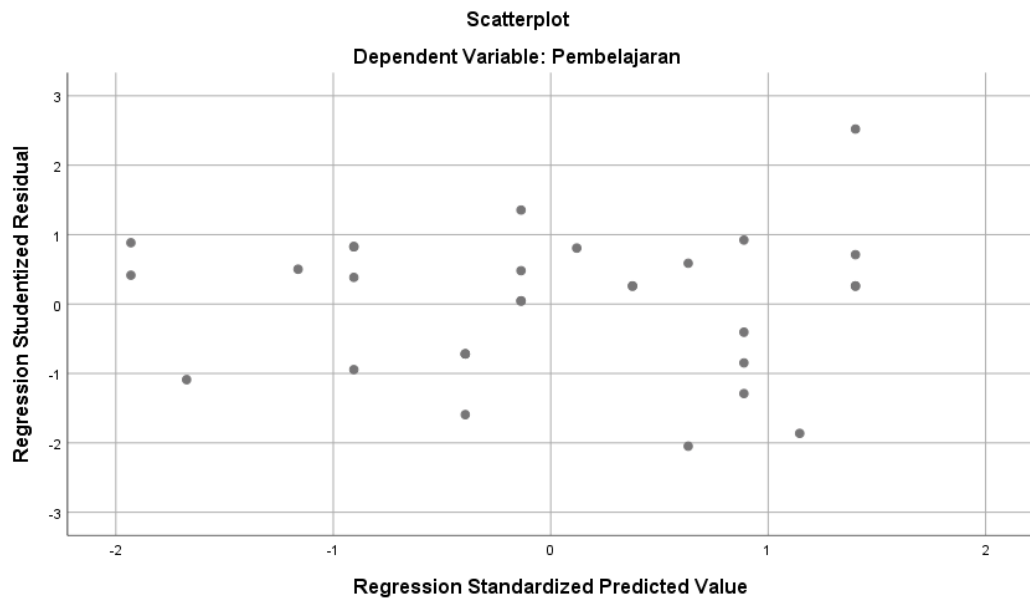
Image 1. Heteroscedasticity Test Results with Scatterplot Graphs

Based on the heteroscedasticity test, it was found that the data were scattered randomly and
there was no clear pattern, and the points spread above and below the number 0 (zero) on
the Y axis, so it can be concluded that there was no heteroscedasticity.

Multicollinearity Test
This test aims to test whether the regression model found a correlation between
independent variables. In a good regression model, there should be no correlation between
the independent variables.

Table 2. Multicollinearity Test

Variable	Collenearity Statistic	
	Tolerance	VIF
Effectiveness (X)	1,000	1,000

Based on the Multicollinearity test, it was found that the Tolerance value was higher than
0.10 or the Variance Inflation Factor (VIF) was smaller than 10, so it was concluded that
there was no multicollinearity.

Simple Linear Regression Analysis
Based on the calculation results of the simple linear regression test on effectiveness (X1)
and online learning (Y) at Runata Business College, the following results are obtained.

Observe the results of data analysis in Table 3 below, the constant values a and b are obtained as follows.

a = 12,019
b = 0,255

Based on these calculations, a simple linear regression which states the effect pattern of the independent variable effectiveness (X1) and, the dependent variable of online learning (Y) at Runata Business College can be stated as follows.

Y= a+bX
Y= 12,019 + 0,255X

Based on the results of the obtained equation, it can be explained that the effect of Effectiveness (X) on the dependent variable Online Learning (Y) in the Hospitality and Tourism Management Study Program at Runata Business College is as follows. There is a positive influence between the independent variable Effectiveness (X) on the dependent variable Learning (Y). If the independent variable Effectiveness (X) is equal to 0, then Online Learning (Y) is equal to constant (a) which is 12.019 units (persons). This is obtained from the calculation:

Y = 12,019 + 0,255X
Y = 12,019 + 0
Y = 12,019

In this case, if Effectiveness (X) is one unit (person), then the magnitude of Online Learning (Y) will be 12.019 units (persons) or an average increase of 12.019. Based on the explanation above, in general it can be stated that Effectiveness has a positive influence on Online Learning in the Hospitality and Tourism Management Study Program at Runata Business College. It shows that if Effectiveness is increased, then Online Learning will also increase. Vice versa, if online learning is decreased, effectiveness also decreased.

Individual Parameter Significance Test (Statistical Test t)
This test is used to test the significance of each regression coefficient to find out whether there is a partial effect between effectiveness (X1) and the dependent variable of online learning (Y) at Runata Business College:

Table 3. Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.019	3.086		3.895	0.001
	Efektivitas	0.255	0.111	0.398	2.295	0.029

a. Dependent Variable: Pembelajaran

Based on the t test, it is considered influential if the calculated t value is greater than the t table. However, if the calculated t value is smaller than t table, the t test has no effect. Referring to the table above, it can be explained that each variable of Effectiveness (X1) influences Online Learning at Runata Business College as follows.

The effect of effectiveness (X1) on online learning (Y) is = 2.295 with a significance level of 0.029 <0.05. The regression equation shows that the effectiveness coefficient is positive, which means that there is a positive (opposite) effect between effectiveness and online learning. This finding is in line with the results of research conducted by Yastini (2021) & Manurung (2021) stating that online learning during a pandemic is a good alternative for carrying out learning so that it is not hindered by face-to-face learning activities because it has a very high risk.So H_0 is rejected and H_1 is accepted.

Discussion
From the results of these statistical tests, hypothesis 1 which states that the effectiveness has a positive effect on online learning at Runata Business College is acceptable (H1 is accepted). To achieve an effective and efficient learning concept, it requires a reciprocal relationship between students and lecturers for the realization of a common goal, and besides that, a conducive campus environment is needed, complete learning infrastructure facilities, and the support of effective learning media in order to achieve the development of students. It is supported by the theory of Guided Didactic Conversation Theory by Holmberg which views distance teaching materials as a style of communication that has no limitations as a conversational instrument, such as the interaction between students and lecturers.

This theory suggests that in the learning process, interaction and communication between lecturers and students are needed so that learning remains effective. To support this interaction and communication, online learning is assisted by learning media, namely zoom, whatsapp group, and Qampus. At Runata Business College, Zoom is used as a learning medium to deliver material live by lecturers to students and assisted by WhatsApp groups as a means in conveying information related to class schedules, assignments and a means of communication between lecturers and students or students and students. Then, Qampus as a supporting facility related to official information from the campus, UKT payments, detailed material for each course, as well as evaluation results for each course.

Therefore, even though the learning is not carried out face-to-face, learning can take place effectively. Because interaction and communication between lecturers and students still be carried out through various facilities and infrastructure that assist in each learning process. Online learning can also foster independence and a sense of responsibility for each student, in line with the government's program, namely the Merdeka Campus, where students are given freedom and independence in explaining any existing material. In addition, the existing learning media really supports online learning, such as Whatsapp Group, Zoom, Google Meet, which have made it easier to share material, explain material and distribute assignments and also indirectly make students and teaching staff aware of technology and try to understand existing technology.

Based on the results of observations and distribution of questionnaires conducted by researchers, there were several findings during online learning taking place at Runata Business College. Referring to indicators of effectiveness, one of which is mentoring, it was found that most of the Runata Business College students no longer needed assistance when online learning took place. It is also related to one of the online learning indicators regarding planning where some students of Runata Business College are able to use learning support applications such as Zoom or Google Meet. So, it supports the statement that online learning at Runata Business College is effective.

Online learning itself facilitates the implementation of learning that must be carried out at night and when lectures must be carried out in conjunction with Field Work Practices. By online learning, lectures can still carry out the learning process without having to face to face. It is also a challenge for the campus and teaching staff to be able to manage online learning to run effectively.

CONCLUSION

Based on the data obtained from the analysis results, it can be concluded that effectiveness has a positive effect on online learning program at Runata Business College. Based on the results of Sig. t of 0.029 <0.05 means that effectiveness has a positive and significant effect on online learning at Runata Business College. So, if lecturers and students can carry out effectiveness, online learning can be carried out effectively. The advice that can be given by researchers is that effectiveness is very important in the online learning process. Therefore, the campus is expected to present various kinds of techniques, methods and learning strategies so that online learning can run effectively.

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