
The Influence of Online Learning on Students' Level of Understanding in Courses of Quantitative Research Methods KPI2 Class

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Abstract

This study aims to determine the understanding of students during the online lecture learning (online) in the quantitative research method of the KPI2 Class IAIN Parepare. Meanwhile researchers use ex post facto research design which is part of the quantitative method. As for getting data used the primary data collection techniques in the form of questionnaires and documentation. With a population of 40 KPI class students of the quantitative research method course and the sample number of 28 students. Based on the results of research that has been collected through the spread of questionnaires, (1) 60.7% of respondents answered that they do not like online learning, while 39.2% of them like online-based learning, (2) 71.4% agree that online courses facilitate the lecture process, while 28.5% disagree with the statement, (3) 60.7% disagree with online courses for quantitative research method courses, while 39.2% agree with the statement, (4) 57.1% agreed with the use of Zoom and WhatsApp apps, while 42.8% agreed. So it was concluded that the influence of online lectures on students' understanding in the quantitative research method courses of KPI2 classes entered the moderate category.

Keyword: Online; Understanding; Quantitative Lectures.

INTRODUCTION

Since 2019 the world has been shocked by the Coronavirus outbreak, this virus was first spread in Wuhan, China, until it spread abroad and finally entered Indonesia. The existence of the COVID-19 virus has certainly had a major impact on society, both in terms of economy, social, and even in the world of education. On March 24, 2020, the Minister of Education and Culture of the Republic of Indonesia issued Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of COVID, by dismissing all educational activities and must present an alternative to the educational process for students and students who are now unable to carry out the learning process at an educational institution.

Although the process of educational activities is not carried out face-to-face, the learning process is transformed into online learning. with circumstances like this, of course, there will be a problem at the level of student understanding. Apart from the many disturbances during the learning process, such as when it is constrained by the network or even the explanations of the lecturer or teacher are difficult to understand.

This online learning has been started since 2020, where students and students start learning from home. This learning is beneficial in helping to provide access to learning for all. Learning activities are individual activities that can bring about changes for the better in themselves. Currently offline or face-to-face learning has started to run again, but there are some that are still being done online. Based on the results of observations made during the online lecture process, starting from students who are lazy to listen to the lecturer's explanation, there are even some lazy students who fall asleep while studying, or those who really cannot attend lectures online because they are constrained by the material, or have pay attention to the lectures and explanations of the lecturer but are still confused and difficult to understand the material that has been explained. With this online lecture, of course, the level of understanding of students towards lectures can still be doubted, especially in the Quantitative Research Methods course for class KPI 2 which is currently still using online learning methods.

This is of course very important to examine, therefore, researchers want to research about "The Effect of Online Lectures on Students' Understanding Levels in the Quantitative Research Methods Course in the KPI2 Class" Faculty of Ushuluddin Adab and Da'wah majoring in Islamic Communication and Broadcasting.

From this, the researchers identified research problems, namely: (1) What is the percentage of the effect of online lectures on students' efforts to understand the KPI2 class quantitative research method courses, (2) What is the percentage of the influence of online lectures on students' efforts to explain and explain courses quantitative methods, (3) What is the percentage of the influence of online lectures on student efforts in providing examples of quantitative methods courses for the KPI2 class, (4) What percentage of the effects of online lectures on students' efforts in summarizing and concluding quantitative methods courses for the KPI2 class.

Based on this identification, it was determined that the purpose of this study was to determine student understanding during online lectures in the Quantitative Research Methods course in the KPI2 class of IAIN Parepare.

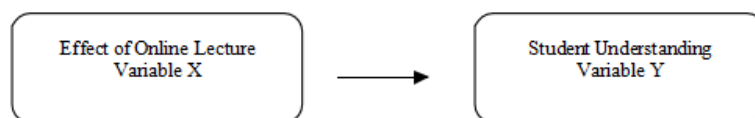
RESEARCH METHODS

In this study ,researchers used quantitative methods, which is Aliansi mahasiswa seni research method in solving problem susig numbers as data and statistical programs. According to Kasiran himself, quantitative is an attempt by researchers to solve problems by presenting them in the form of data in the form of numbers that are arranged systematically.

While there search design uses Ex Post Facto, which is Aliansi mahasiswa seni type of causal research, which aims to find the causes of changes in symptoms or behavior that have occurred.

In this study there are two variables, namely variable X and variable Y,where in this study to show the relationship between the two variables can be described as follows:

To obtain data that is in accordance with the method and type of research, the data collection techniques chosen by the researcher are as follows:



-Primary Data Collection Techniques

•Questionnaire

Questionnaire is a data collection technique in the form of several written questions that must be answered by the respondents. The questionnaire in this study was used to collect data related to KPI2 students' understanding of the Quantitative Research Methods course using google form as the medium.

•Documentation

Documentation is a data collection technique in the form of documents in the form of images and data.The documentation in this study was used to collect data related to the results of KPI2 student understanding of the Quantitative Research Methods course directly from the lecturers of the Quantitative Research Methods course.

The population in this study were 40 students of KPI2 Quantitative Research Methods subject using the Slovin formula with a critical value of 0.10.

Known :

$N = 40$

$e = 0.10$

Asked: $n = ?$ Solution:

$$n = \frac{N}{1+Ne^2}$$

$$n = \frac{40}{1+40(0,10)^2}$$

$$n = \frac{40}{1,4}$$

$$n = 28,5$$


$$n = \mathbf{28}$$

So, the sample or research target is 28 KOPI2 class students in the quantitative methods course.

RESULTS AND DISCUSSION

Results

X Variable

No	Question Type	Unit	Pescentatio
1.	students like online lectures	11	39,2%
2.	<input type="checkbox"/> online lectures make it easier for students to attend lecture seven though they live far away in their area	20	71,4%
3.	online lectures save students' time and costs in attending lectures	22	78,5%
4.	the online course suitable for all types of courses	3	10,7%

Total Sample : 28

Based on the table above, it can be described that 60.7% percent (17 people) respondent X answered disagreeing with the question Do students like online learning? While 39.2% percent (11 people) answered agreed.

Based on the table above, it can be explained that there are 28.5% percent (8 people) of respondent X who answered disagree with the question whether online lectures make it easier for students to attend lectures even though they live far away in their area? While 71.4% percent (20 people) who answered agreed.

Based on the table above, it can be described that there are 21.4% percent (6 people) of respondent X who answered disagree with the question whether online lectures can save students' time and costs in attending lectures? While 78.5% percent (22 people)) who answered agree

Based on the table above, it can be described that there are 21.4% percent (6 people) of respondent X who answered disagree with the question whether online lectures can save students' time and costs in attending lectures? While 78.5% percent (22 people)) who answered agree

Y Variable

No	Question Type	Unit	Pescentatio
1.	students able to understand the quantitative method of learning by using online lectures	11	39,2%
2.	students able to understand the quantitative method learning material by listening through the zoom application	16	57,1%
3.	students able to understand the material through the learning videos distributed by the lecturers	20	71,4%
4.	students able to summarixe and conclude learning materials by doing group presentations with	20	71,4%

No	Question Type	Unit	Pescentatio
.	qualitative and quantitative differences and similarities material online		
5.	students able to understand the summary of quantitative approaches via podcast	23	82,1%
	students understand the material 8 quantitative approaches explained by friends and other groups related to the stages of quantitative research	16	57,1%
	there discussions through the WA Group, students are able to understand and understand the learning material	16	57,1%

Total Sample : 28

Based on the table above, it can be described that there are 60.7% percent (17 people) of respondent Y who answered disagree with the question whether by using online lectures students are able to understand quantitative method learning materials? While 39.2% percent (11 people) who answered agreed

Based on the table above, it can be described that there are 42.8% percent (12 people) of respondent Y who answered disagree with the question whether by listening through the zoom application students are able to understand quantitative method learning materials? While 57.1% percent (16 people) who answered agreed.

Based on the table above, it can be described that there are 28.5% percent (8 people) of respondent Y who answered disagree with the question whether through learning videos distributed by the lecturer, students were able to understand the material? While 71.4% percent (20 people) who answered agree

Based on the table above, it can be described that there are 39.2% percent (11 people) of respondent Y who answered disagree with the question whether by conducting group presentations with qualitative and quantitative differences and similarities material that was carried out online, students were able to summarize or conclude the learning material ? while 60.7% percent (17 people) who answered agreed.

Based on the table above, it can be described that there are 17.8% (5 people) percent of respondents Y answered disagree with the question Are students able to understand the summary of quantitative approaches via podcast? While 82.1% percent (23 people) answered agree

Based on the table above, it can be described that there are 42.8% percent (12 people) of respondent Y who answered disagree with the question about Do students understand the material 8 quantitative approaches explained by friends and other groups related to the stages of quantitative research? While 57, 1% percent(16 people) who answered agree

Based on the table above, it can be explained that there are 42.8% percent (12 people) of respondent Y who answered disagree with the question about Are students able to understand and understand the learning material through discussions through WA Groups? while 57.1% percent (16 people) who answered agreed

Discussion

Effect of Online Learning on Students' Effort in Understanding Course of Quantitative Research Methods KPI 2 Class.

Online lectures make it easier for students to understand lectures. With online lectures, students no longer need to bother going to campus, it is enough to be at home and have an internet quota. Students are able to attend college, but there are some students who find it difficult to do lectures online-based, this is certainly evidenced by the number of respondents who agree and disagree with this. Based on the results of research that has been collected through the distribution of questionnaires, 60.7% of respondents answered that they did not like online lectures, while 39.2% of them liked online-based learning. This shows that most of the respondents prefer face-to-face learning or offline compared to online tutoring.

Based on the results of the study and the number of respondents who agreed and disagreed from the distributed questionnaires, there were 71.4% of respondents or students who agreed that the online lecture process made it easier for students to take online lectures even though they lived far away in their area, while there were 28.5% of respondents or Student answers disagree with the statement. After doing further research, it turns out that some of the students are in remote areas and have minimal access to the internet network. This is certainly an obstacle for students in remote areas to take online lectures. This of course cannot be ignored because there are some students who find it difficult to study online.

Based on the percentage of research results, students who understand online learning materials, especially the Quantitative Research Methods course, Class KPI2 are considered to be in a moderate position in finding it difficult to understand the material. This is evidenced by the results of research based on statements by students who are able to understand the learning materials of quantitative research methods conducted online. There were 60.7% of respondents answered that they did not agree with the existence of online recovery for quantitative research methods courses, while 39.2% agreed with this statement. With this research, there are some students who find it difficult to understand the

material explained. However, with further research, there are some students who are able to understand online learning using certain applications, such as the Zoom application, and WhatsApp. Based on the results of a research questionnaire about how many percent of students understand or understand learning materials through the Zoom and WhatsApp applications, there are 57.1% of respondents who answered agree with the statement. Meanwhile, there were 42.8% of respondents who answered that they did not agree that through the Zoom and WhatsApp applications students were able to understand the learning material. From this percentage, of course we can say that the application that helps in the online learning process has not been fully able to help students understand the online learning process because there are still students who do not understand the explanation of the material that is done online.

In particular, students' understanding of quantitative research methods courses turned out to be in the moderate category. This is because most students are not optimal in implementing online lectures, maybe in this case there are obstacles during the learning process as in the results of research there are students who have difficulty accessing the internet, especially students who are in remote areas with minimal internet network. , or with a lack of material such as online lectures that must have the capital to carry out this learning such as internet quotas. In terms of this capital, of course, the government has implemented a policy by distributing study quotas to students and students, but this does not fully guarantee that all students get this assistance, yet with this assistance, one semester is not always available but there are only about two distributions, which means only two months to fill the incapacitated students, the rest are on their own, this is certainly a burden for those who are less well off, not to mention the existence of UKT payments every semester plus the purchase of internet quotas in exchange for understanding or studying. Most students may agree with the existence of online-based learning, especially those who are in the life of the upper middle class who can afford internet quotas, or tools used in the online learning process, in contrast to those who are in the lower classes who have to study hard. with material shortages such as capital used in online learning. Is it true that only those who are able to study? Be wise in terms of humanity not all humans have the same abilities and life.

Effect of Online Lectures on Students' Effort in Explaining and Explaining Courses of Quantitative Research Methods Class KPI 2.

Online lectures are one of the solutions issued by the government as a form of learning from home since the Covid-19 virus outbreak spread in Indonesia. This is certainly very helpful for the government and students in maintaining distance and minimizing

movement outside the home. With this policy, students can still do learning from home and of course help so that the spread of the Covid-19 virus can be minimized. In this way students must be required to understand the subjects that were carried out during the pandemic so that the teaching and learning process can be carried out properly. However It is undeniable that there are still many students who feel the difference between online lectures and face-to-face lectures. This phenomenon occurs because there are several obstacles experienced during the learning process, both because there are indeed disturbances in the internet network or the students themselves who do not use online lectures effectively.

Most respondents agree with the statement that online lectures can save students money and time in attending lectures, this is evidenced by the total percentage between agreeing and disagreeing with the statement which has shown that the percentage who agrees is higher than those who disagree with the total. the percentage who agree is 78.5% while the number who disagree is 21.4%. From the results of this study, we have concluded that most respondents agree that online lectures can save students costs and time in attending lectures, while a few of them feel that they do not agree that online lectures can save students costs and time in following the learning process. done online. However, with the high number of agreeing with the statement that online lectures are able to save costs and time, it does not make students choose to continue to carry out lectures online, this is evidenced by the number of respondents who agree and who disagree with the application of online lectures to all types of courses, more showing the percentage not agree which is more dominant, with the number of respondents who do not agree if online lectures are applied to all types of courses by 89.2% while those who answer agree by 10.7%. From the results of research the influence of online lectures on student efforts in explaining and explaining material based on level student understanding related to qualitative and quantitative differences and similarities which are presented directly by students becomes one of the references in the level of student competence related to efforts to explain and explain material online, in this case it is sufficient to be able to explain and explain the material, this is evidenced by the level of understanding of students who listen to the explanations of this friend has a percentage of 60.7% of students agree with understanding the material explained online by friends, while as many as 39.2% of respondents answered disagree which means they cannot understand the explanation given. explained by a friend who served as a material carrier. With a larger number of students who agree and understand the explanations from friends online compared to those who disagree or who do

not understand, of course it is evidence that students are able to explain the material through online lectures and are able to make most of their friends understand or understand what is being said. has been explained.

It is the same as the explanation in the eighth material with the title of quantitative approach material which was explained directly by other group friends through online lectures, showing the level of understanding of students with the percentage agreeing more than the percentage disagreeing. There are 57.1% of respondents who understand the explanations of other group friends, while 42.8% of those who do not understand. Although not all students are able to understand the explanations given by other group friends, the high level of understanding compared to those who do not understand can already be evidence that students are quite capable of explaining and explaining material through online lectures.

The Influence of Online Lectures on Students' Effort in Giving Examples of Courses Quantitative Methods for KPI2 Class

The learning process from online lectures is different from the previous learning process which requires every student to be on campus. Students must be able to provide examples of learning through media through zoom meetings, google meet, video recordings via youtube or others.

Online lectures or online lectures certainly have advantages and disadvantages. The advantages of online lectures include students or lecturers who are cost-effective in transportation, where previously students were required to come to campus to attend lectures, but during this online lecture period they must not come directly to campus to attend lectures, be more relaxed and avoid noise, meaning Here we will be more relaxed and protected from noise because online lectures can be done anywhere, be it at home or in the room.

With no students coming to campus, of course, the costs incurred for transportation costs will no longer exist. The advantage of online lectures is that it saves time and saves energy, so this online lecture saves time because students don't have to wait on campus for a long time to start lectures, compared to offline lectures which previously required students to change hours to require waiting on campus for a long time. long period of time.

This is experienced by a lot of students because almost all students in the learning process are easy to understand because of the focus of students with lectures that are held

face-to-face. Then the third weakness of online lectures is the limitations in practice and question and answer, now online lectures or online lectures if the course is only a theory of course there is no problem if it is only done by means of online lectures or online lectures, but if the course uses practice or these courses are practical courses, so online lectures are not the solution to this, therefore the understanding of students or the knowledge gained by students regarding the material obtained from practical lectures is certainly not optimal.

Based on the results of research collected through questionnaires, 42.8% of respondents Y answered that they did not agree with the question whether students understood the material 8 quantitative approaches described by friends and other groups related to the stages of quantitative research, while 57.1% answered agree with the questions asked. same. This shows that most of the respondents understand the 8 quantitative approaches described by their friends and other groups related to the stages of quantitative research. It can be concluded that most of the respondents understood each of the examples given by each group that explained each of the quantitative approaches presented.

The Influence of Online Lectures on Students' Effort in Summarizing and Conclusioning Courses Quantitative Method KPI2 Class

Based on the results of research collected through questionnaires, 60.7% of respondents who answered agreed with the question whether by conducting group presentations with material on qualitative and quantitative differences and similarities that were carried out online, students were able to summarize or conclude the learning material and 39.2% of respondents answered disagree with the same question. It can be concluded that most of the respondents can summarize the material and can conclude the material explained by the lecturer or other group friends in the KPI2 class, this can be ascertained based on the results of the percentage of research results students in the KPI2 class quantitative subject are fairly familiar with the material. -materials with 8 quantitative approaches which are explained by other group friends and lecturers who explain the materials of the 8 approaches. This is proven that there are 42.8% percent of respondents Y who answered disagree with the question whether students understand the material 8 quantitative approaches described by friends and other groups related to the stages of quantitative research, while 57.1% who answered agreed. With this research, there are some students who do not understand and do not understand the 8 quantitative approaches that have been explained by other group friends, but most of the respondents understand

and understand the 8 quantitative approaches that have been described by other group friends, whether it's through the Zoom meeting application or via podcast or WhatsApp.

In this online lecture, most of the students have difficulty or are unclear in the presentation of the material explained by other group friends and the material explained by the lecturer, where sometimes the learning media used is through powerpoint or via Zoom and the internet connection is problematic due to internet signals. not good, especially those who are in remote areas which of course have difficulty in accessing the internet, therefore they are also certain to find it difficult to find task information and are very less than optimal at listening to explanations from lecturers or from each other's group friends.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The effect of online lectures on students' understanding of the quantitative method courses in the KPI2 class is in the medium category. This means that the higher the level of use and understanding of online lecture techniques, the higher the level of students' understanding of the quantitative method courses. This is evidenced by quantitative calculations. carried out on the two research variables which showed moderate values for each variable. especially on student understanding or variable Y related to quantitative courses, it turned out to be in the medium category. This was because most students were not optimal in understanding the subject by applying online lectures. While the variable X is included in this medium category because students prefer offline lectures rather than doing online lectures (online). Learning that is done online (online) is not suitable for all courses because there are several courses that have to go out in the field, so between online (online) and face-to-face, it is better face-to-face because students will understand more about the material given by the lecturer.

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