

The Influence of Online Learning During the Covid-19 Pandemic on Economic Learning Outcomes of International Trade Materials

Samio¹, Mhd Zulkifli Hasibuan², Alkausar Saragih³

¹²Pendidikan Ekonomi Universitas Muslim Nusantara Al Washliyah Medan, Indonesia

³Pendidikan Matematika Universitas Muslim Nusantara Al Washliyah Medan, Indonesia

ABSTRACT

This study aims to determine and analyze the effect of online learning on the economics learning outcomes of International Trade Class XI IPS MAS Students of the Univa Medan Project. The population of this study was 29 students of class XI and the sampling technique was saturated sampling which made the entire population the research sample. This study used an instrument in the form of a questionnaire for online learning variables while the learning outcomes variable in this study used student learning outcomes data obtained directly from the school. This study uses correlation testing to see the relationship between variables and also uses several tests such as data quality tests for instruments, classical assumption tests and also hypothesis testing to see the effect between variables. From the results of data processing, a significance value of 0.803 was obtained which was greater than 0.05. From this analysis, Ho is accepted, meaning that there are simultaneously independent variables, namely online learning, does not affect the dependent variable, namely learning outcomes.

Keyword: Online Learning, Learning Outcome

Corresponding Author:

Samio,

Pendidikan Ekonomi Universitas Muslim
Nusantara Al Washliyah Medan, Indonesia

Email: mhdsamio.sani@gmail.com



1. INTRODUCTION

The spread of the coronavirus initially had an impact on economic sectors. However, the longer these pandemic spreads, which causes the education sector to also have an impact because many private parties and also the government have decided to close schools and colleges, the Government in this case is the Ministry Education and Culture has made several policies related to the implementation of the learning and teaching process during the current pandemic. The policies taken are to close all teaching and learning activities in schools and colleges.

Online learning or known as online can provide effective learning methods such as related feedback, combining collaboration of independent learning activities and personalizing learning based on student needs using games and simulations. According to Isman (in Adi Nugraha, et al, 2020: 267), Online learning is the use of the internet network by students in the learning process. According to Mulyani (2013: 1) The development of the world of information technology today has been so rapid and penetrated into various sides of human life. The development of information technology has a huge impact on various aspects of life, Starting from government, administration, economy and education. In the field of education itself, the use of information technology to convey a learning such as e-learning. Such development is because it is supported by the availability of hardware and software which is getting higher every day.

Online learning or known as online can provide effective learning methods such as related feedback, combining collaboration of independent learning activities and personalizing learning based on student needs using games and simulations. According to Isman (in Adi Nugraha, et al, 2020: 267), Online learning is the use of the internet network by students in the learning process. According to Hadith and Muna (in Adi

Nugraha, et al, 2020: 268) Online Learning is learning organized through a web network. Each subject provides material in the form of video recordings or slideshows, with weekly assignments to be done with a predetermined deadline and various grading systems. The results of observations on Class XI IPS MAS Students of UNIVA Medan Project who follow the subject of Economics material on International Trade obtained online-based economic learning carried out using Whatsapp or Google Clasroom media. This application is an application used for students, teachers, and guardians to communicate easily without paying attention to time, and place. Other uses of Whatsapp or Google Clasroom are to send exam questions, homework, and school assignments. Based on the results of interviews with teachers of class XI IPS MAS economics subjects UNIVA Medan Project, there are differences in student learning outcomes before and during the COVID-19 pandemic

2. RESEARCH METHOD

This research is a quantitative research type, where the procedure used in this study is a correlational model. The correlational intent of this study is to see the influence between the Free Variable and the Dependent Variable. The Free Variable in the study amounted to 1, namely Online Learning (X) and the dependent variable amounted to 1, namely Learning Outcomes (Y). That Likert scale is a scale used to measure the attitudes, opinions and perceptions of a person or group about social events or symptoms. The answer to each question item has a level from very positive to very negative, which is in the form of words with a score from each answer choice to the statement. In addition to questionnaires / questionnaires, there are also data retrieval techniques more dominant primary data, in this study has the aim of revealing facts about the variables to be studied. In this study using several methods, namely: Observation Unlike the case with questionnaires that place respondents as sources of data and information, data collection techniques with observation do not require respondents but direct observation of the object of research. According to Sinulingga (2011: 163) states that observation techniques provide much more complete and clear data and information compared to questionnaires

3. RESULTS AND DISCUSSION

Descriptive analysis is a technique carried out to analyze data by describing or describing data that has been collected through questionnaires using Likert scales. From the results of this analysis, an overview of the condition of the research object will be obtained such as the condition of students based on age and gender.

From the data obtained as a result of research in the field, the data on the characteristics of respondents that researchers summarize into age groups and genders. Characteristics of respondents by age. The results of data collection conducted by 29 grade XI MAS students of UNIVA Medan Project obtained respondent data based on age as follows:

Karakteristik Responden Berdasarkan Usia

| No | Usia (Tahun) | Jumlah (Orang) | Persentase (%) |
|-------|--------------|----------------|----------------|
| 1 | 15 | 1 | 3,45 |
| 2 | 16 | 25 | 86,21 |
| 3 | 17 | 3 | 10,34 |
| Total | | 29 | 100 |

Sumber: Hasil Pengolahan Data

It was explained that most of the age of grade XI MAS UNIVA Project students was 16 years old with a percentage of 86.21%.

1) Characteristics of respondents by gender

The results of data collection conducted on 29 students of grade XI MAS UNIVA Project, obtained respondent data based on gender as follows:

Karakteristik Responden Berdasarkan Jenis Kelamin

| No | Jenis Kelamin | Jumlah (Orang) | Persentase (%) |
|-------|---------------|----------------|----------------|
| 1 | Laki-Laki | 14 | 48,27 |
| 2 | Perempuan | 15 | 51,73 |
| Total | | 29 | 100 |

It was explained that 51.73% of class XI MAS UNIVA Medan Project students were female. Recapitulation of Respondents' Answers

From the results of the distribution of questionnaires to grade XI MAS students of the UNIVA Medan Project, the distribution of questionnaire answers to the independent variable is obtained from online learning and the free variable, namely the teaching results. Testing the Quality of Measuring Instruments 1). Validity Test

Diperoleh penjelasan bahwa 51,73% siswa kelas XIMAS Proyek UNIVA Medan berjenis kelamin perempuan. Rekapitulasi Jawaban Responden The determination of whether a question item on the questionnaire is valid or invalid is to look at the probability of the correlation coefficient. Significant tests are carried out by comparing the calculated value with rtable. If rcount is greater than rtable and is positive, then the question item is declared valid, so that the question can be used as a basis for continuing the next test. Conversely, if the count is smaller than the table and is positive or negative, then the question item is declared invalid and the question item must be replaced with another question item.

There are several stages in conducting validity testing, namely:

a) Determination of Value n (Number of Respondents)

In this study, the value of n (Number of Respondents) was 29 people

b) Determination of Degree Of Freedom (Df) Value

To find out the value of Degree Of Freedom (Df) using the formula $Df = n - 2$. In this study, the value of $Df = 29 - 2 = 27$

c) Determination of α Value

This study used a value of $\alpha = 5\%$

d) Determination of table r value through r product moment table

Through the r table product moment, the r value of the table in this study is 0.380, presenting the results of Online Learning validity testing

Online Learning Variable Validity Test

| r Hitung | r Tabel | Keterangan |
|----------|---------|------------|
| 0.683 | 0,380 | Valid |
| 0.741 | 0,380 | Valid |
| 0.715 | 0,380 | Valid |
| 0.522 | 0,380 | Valid |
| 0.569 | 0,380 | Valid |
| 0.718 | 0,380 | Valid |
| 0.683 | 0,380 | Valid |
| 0.741 | 0,380 | Valid |
| 0.715 | 0,380 | Valid |
| 0.715 | 0,380 | Valid |
| 0.522 | 0,380 | Valid |

| | | |
|-------|-------|-------|
| 0.569 | 0,380 | Valid |
| 0.718 | 0,380 | Valid |
| 0.683 | 0,380 | Valid |
| 0.741 | 0,380 | Valid |
| 0.715 | 0,380 | Valid |

Sumber: Hasil Pengolahan Data

Reliability Test

Reliability tests are used to determine whether questionnaires remain consistently used more than once against the same symptoms with the same measuring instrument. The reliability value is determined by the α value. If the $\alpha >$ value is 0.6, then the questionnaire is considered reliable (Juliansyah, 2013: 86). From the calculation results through SPSS Software version 20, the reliability value for the Online Learning variable is obtained as follows

Uji Reliabilitas Variabel Pembelajaran Online

| Reliability Statistics | |
|------------------------|-----------------------|
| Alpha | Cronbach's N of Items |
| 0,762 | 16 |

Sumber: Hasil Pengolahan Data

Based on the table above, the questionnaire question items on the Online Learning variable are considered reliable because they have a value greater than 0.6

Classical Assumption Testing

a. Data Normality Test

The normality test is used to find out whether in the regression model the interrupting or residual variables have a normal distribution or not. That is, respondents' answers to questionnaires on a question produce different answers from one respondent to another. Population data will be normally distributed if the average value is equal to the mode and equal to the median. This means that part of the value collects in the middle position, while the frequency of low and high scores indicates conditions that are less balanced (Irianto, 2003: 62)".

4. CONCLUSION

From the results of data processing, the significance value is 0.803 which is greater than 0.05. From this analysis, H_0 is accepted, meaning that there is simultaneously an independent variable, namely online learning Does not affect the dependent variable, namely Learning Outcomes. This is due to several factors, namely research conducted after 1 year of the pandemic which has made students accustomed to being given online learning in addition, the school conducts tutoring outside school hours which makes students study hard and does not affect their learning outcomes even in the pandemic era. Some factors are research conducted after 1 year of the pandemic which has made students become accustomed to being given online learning. In addition, the school conducts tutoring outside school hours which makes students study hard and does not affect their learning outcomes even in the pandemic era. To Students- Teachers continue to carry out Online learning to comply with government policies. Teachers continue to carry out online learning while still providing good explanations to students.

The school and stakeholders to continue to provide tutoring inside the school and outside school hours. To Students- Teachers continue to carry out Online learning to comply with government policies. Teachers continue to carry out online learning while still providing good explanations to students. The school and stakeholders to continue to provide tutoring inside the school and outside school hours

REFERENCES

- Arif, E., Hasibuan, H., Wulandari, Pengaruh Budaya Organisasi, S., Disiplin, D., Kinerja, K., Pada, P., Muslim, U., Al-Washliyah, N., Pendidikan, J., Humaniora, S., & Wulandari, S. (2017). *Pengaruh Budaya Organisasi Dan Disiplin Kerja Terhadap Kinerja Pegawai Pada Universitas Muslim Nusantara Al-Washliyah*. 2.
- Arikunto, S. (2010). *Prosedur Penelitian*. Jakarta: Rineka Cipta.
- Muhson, A. (2010). Pengembangan Media Pembelajaran Berbasis Teknologi Informasi. *Jurnal Pendidikan Akuntansi Indonesia*, 8.
- Ramhatia, M. (2017). Pengaruh Media E-Learning Terhadap Hasil Belajar Matematika Siswa Kelas IV SDN 20 Banda Aceh. *Jurnal Ilmu Pendidikan Guru Sekolah Dasar UNSYIAH*, 2.
- Sari, S. (2016). *Pengaruh Penggunaan Android dan E-Learning Terhadap Hasil Belajar Mata Pelajaran IPS Siswa Kelas VIII SMPNN 3 Kepanjen Malang*. UIN MMI : Malang.
- Sinulingga, S. (2020). *Metode Penelitian*. USU Press: Medan.
- Siregar, R. A. (2016). *Hukum Pidana Adat Batak*. CV. Inti Sari.
- Sugiyono. (2013). *Statistika untuk Penelitian. Cetakan ke 23*. Penerbit Alfabeta: Bandung.
- Tafonao, T. (2018). Peranan Media Pembelajaran Dalam Meningkatkan Minat Belajar Mahasiswa. *Jurnal Komunikasi Pendidikan*, 2.
- Wiwi, M. (n.d.). *Pengaruh Pembelajaran Berbasis E-Learning Terhadap Hasil Belajar Siswa Pada Konsep Impuls dan Momentum*. UIN Syarif Hidayatullah: Jakarta.
- Yunitasari, Ria & Hanafiah, U. (2020). Pengaruh Pembelajaran Daring Terhadap Minat Belajar Siswa Pada Masa Covid-19. *Edukatif. Jurnal Ilmu Pendidikan*, 2.
- Fortunilla, A., & Prastyaningtyas, E. F. A. W. (2020). Pengaruh Pembelajaran E-Learning/Online Terhadap Hasil Belajar Mahasiswa Pendidikan Ekonomi Tingkat Ii Universitas Nusantara Pgri Kediri Selama Pandemi Covid-19.
- Jena, P. K. (2020). Online learning during lockdown period for covid-19 in India. *International Journal of Multidisciplinary Educational Research (IJMER)*, 9.
- Morrison, M. A. (2012). *Metode Penelitian Survei*. Kencana
- Mulyani, Wiwi. (2013). *Pengaruh Pembelajaran Berbasis E-Learning Terhadap Hasil Belajar Siswa Pada Konsep Impuls dan Momentum*. UIN Syarif Hidayatullah: Jakarta
- Pujilestari, Y. (2020). Dampak positif pembelajaran online dalam sistem pendidikan Indonesia pasca pandemi covid-19. *Adalah*, 4(1).
- Puspitorini, F. (2020). Strategi Pembelajaran Di Perguruan Tinggi Pada Masa Pandemi Covid-19. *Jurnal Kajian Ilmiah*, 1(1), 99–106.
- Shofiyah, Sari. (2016). *Pengaruh Penggunaan Android dan E-Learning Terhadap Hasil Belajar Mata Pelajaran IPS Siswa Kelas VIII SMPNN 3 Kepanjen Malang*. UIN MMI: Malang
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D (26th ed.)*. Alfabeta.