

Comparison of Learning Areas Between Offline and Online Learning in the Office Administration Education Study Program, UNM

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Abstract. Comparison of the realm of learning between offline and online learning in the Office Administration Education Study Program, Universitas Negeri Makassar. This study aims to compare the realm of learning between offline and online learning in the Office Administration Education Study Program FIS-H UNM. To determine the purpose of the study, an ex post facto quantitative research approach was used with a comparative level of explanation. Respondents in this study amounted to 93 people using data collection techniques through observation, questionnaires, and documentation. The data obtained from the research results were then processed using data analysis techniques consisting of descriptive statistical analysis and inferential statistical analysis. The results showed that offline learning was in the very good category while online learning was in a good category. For the results of student academic achievement during offline learning, academic achievement or semester achievement index (IPS) is higher than academic achievement or semester achievement index (IPS) during online learning at the Office Administration Education Study Program, Universitas Negeri Makassar. Based on the analysis of variance (ANAVA) and t-test conducted, it was stated that there was no significant difference in student academic achievement between offline and online learning in the Office Administration Education Study Program, Universitas Negeri Makassar.

Keywords: Cognitive, affective, psychomotor, offline, online

1. Introduction

The success of the education process of a country cannot be separated from the process of development and implementation as well as supporting policies that are carried out on an ongoing basis. Because education is the basic capital of development, every country must place it on its main goal [1], [2]. This is also in accordance with the objectives of the formation of the unitary state of the Republic of Indonesia, which was finally stated in the opening of the fourth paragraph of the 1945 Constitution, including "Educating the Life of the Nation" because the founders of this country realized that education was the main means of changing the nation's civilization for the better.

Education is the most important thing in life, and every citizen should have the right to a proper education [3]-[5]. There are three types of education levels that can be obtained by Indonesian citizens, namely informal education or education within the family environment, formal education obtained by taking education in the school environment, and also non-formal education which means education outside formal education that can be implemented. structured and tiered [6], [7].

Formal education generally uses a face-to-face or offline learning system. Offline learning is learning where teachers hold direct meetings with students and can interact when delivering learning materials[8]-[10]. Offline learning is a learning assistance service provided by teachers to students directly with the aim of helping bridge students in the learning process in order to expand, deepen, and sharpen students' understanding of the material being taught.

Offline or face-to-face learning is learning where teachers hold direct meetings with students and can interact when delivering learning materials. according to Ambarita

et al. [11], Offline is an abbreviation of outside the network which is trending to be used to replace the word offline. Offline is the antonym of online or online. Offline learning can be interpreted as a form of learning that is not at all connected to the internet [12]. An offline learning system (outside the network) means learning by using media outside the internet, for example, television, or radio, it can also be with a well-organized face-to-face system.

However, currently, all corners of the world are faced with an outbreak of a disease caused by a virus called Corona Virus Disease or better known as Covid-19. The Indonesian government responded to the Covid-19 pandemic by issuing various policies to deal with the disease outbreak, including an appeal to implement Physical Distancing, PSBB (Large-Scale Social Restrictions), and Lockdown. Of course, with the Covid-19 pandemic and various policies made by the Indonesian government, it then affects all sectors of life in Indonesia, including the education sector.

On March 24, 2020, the Minister of Education and Culture of the Republic of Indonesia the highest policymaker in the education sector in Indonesia issued Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period of the Spread of Covid-19, in the circular, it was explained that the learning process was carried out in-home through online or online learning. This is done to prevent the spread of the virus. To strengthen this circular, the Ministry of Education and Culture of the Republic of Indonesia issued Circular Letter Number 15 of 2020 concerning Guidelines for the Implementation of Learning From Home in the Emergency Period for the Spread of Covid-19. The existence of the Covid-19 pandemic requires educational institutions to innovate in the learning process.

In Law No. 20 of 2003 article 1 paragraph 15, it is explained that PJJ is education in which students are separated from educators and learning uses various learning resources through communication technology, information, and other media. Online learning itself can be understood as formal education organized by educational institutions in which educators and students are located in separate locations so that it requires an interactive telecommunication system to connect the two and the various resources needed in it [13]-[16]. The concept of online learning is then presented to answer the challenges of the times that require humans to continue to present developments in the joints of life. according to (Rusman, 2011) [17] Online learning or commonly referred to as e-learning is learning by using the assistance of electronic devices, especially computer devices. The online learning model or commonly called web-based learning can be defined as the application of web technology in the world of learning in an educational process. In simple terms, it can be said that all learning is done by utilizing internet technology and as long as the learning process is felt to occur by those who follow it, the activity can be called learning. Web-based.

At Universitas Negeri Makassar itself, online learning began to be carried out on March 17, 2020, marked by the issuance of the Circular of the Rector of the Universitas Negeri Makassar No. 773/UN36/TU/2020 Concerning Increasing Awareness of Preventing the Spread of COVID-19 (Corona Virus Disease-19) in Universitas Negeri Makassar. Online learning at Universitas Negeri Makassar is something that has just been implemented because the learning process carried out by Universitas Negeri Makassar previously used an offline learning system. The online learning process at Universitas Negeri Makassar, especially in the Office Administration Education Study Program, has been running for three semesters to date and there are several obstacles to its implementation. Based on initial observations made by researchers from February to March, several obstacles were found during the online learning process at Universitas Negeri Makassar, such as the lack of socialization in its implementation, the limitations of students receiving material from lecturers where offline and online accessibility were different, starting from supporting factors. inadequate online learning throughout the

country or not all places with internet facilities (electricity, network telephones, laptops, computers, or other types of mobile phones). In addition, the level of interaction between students and lecturers is reduced and the learning media used is less effective. Some of these obstacles certainly affect the academic achievement of students as a result of the online learning process.

2. Method

This research took place in the Office Administration Education Study Program, Universitas Negeri Makassar. This study uses a quantitative approach and the type of research *ex post facto*, this research seeks to generate data through data collection methods in the form of observation, questionnaires, and documentation which then the research results will be described in accordance with the results of data processing that has been done. To measure the comparison of variables in this study, a questionnaire (questionnaire) using a Likert scale was used which was compiled based on variable indicators and a documentation study by making a checklist regarding the Grade Point Average of students of the Office Administration Education Study Program, Universitas Negeri Makassar.

An activity that is quite important in the whole research process is data processing. With data processing can be known the meaning of the data that has been collected so that the results of the study will be known immediately. The data analysis technique in this research is the descriptive statistical analysis technique which aims to determine the description of the implementation of offline and online learning in the Office Administration Education Study Program and Inferential Statistics analysis techniques to determine whether there is a difference/comparison of academic achievement between offline and online learning.

3. Result and Discussion

The data presented in this study is data obtained from the percentage of questionnaires that have been given to 93 people who became the research sample which is intended to describe the implementation of offline and online learning in the Office Administration Education Study Program, Universitas Negeri Makassar, which is described as follows:

3.1 Offline Learning

Mauris Based on data analysis of each question item for offline learning variables, it can be seen from the overall results for indicators of knowledge aspects, skills aspects, and attitude aspects. This can be seen in Table 1:

Table 1: Results of Data Analysis Per Indicator of Offline Learning Variables

No	Indicator	N	N	%	Category
1.	Knowledge	2191	2790	78.49	Good
2.	Skills	1908	2325	82.06	Very good
3.	Attitude	1906	2325	81.97	Very good
	Amount	6005	7440	80.71	Very good

Source: Processed from the accumulated answers of respondents for all question items.

$$= \frac{n}{N} \times 100$$

$$= \frac{6005}{16 \times 5 \times 93} \times 100$$

$$= \frac{6005}{7440} \times 100$$

$$= 80,71\% \text{ (Good)}$$

The results of the data analysis per indicator of the offline learning variable above show that the percentage level for the offline learning variable in the Office Administration Education Study Program, Universitas Negeri Makassar, is 80.71 percent and is in the very good category.

The results of this study indicate that the indicator of the knowledge aspect has a percentage of 78.49 percent in the good category. This is supported by the students of the Office Administration Education Study Program when offline learning takes place, they analyze the material, questions, or assumptions, both from educators and from other students during learning. Because students can interact more easily in class because lecturers and students are in the same room so students can pay more attention and focus more on understanding during learning. Then the students are able to provide conclusions regarding the material being studied and are able to explain it again because usually at the end of the lesson the lecturer usually provides conclusions related to the material being studied and of the course students can also draw conclusions regarding what has been conveyed by the lecturer or students have their own conclusions. In line with the results of observations that have been made by researchers when offline learning takes place.

The results of this study indicate that the skill aspect indicator has a percentage of 82.06 percent in the very good category. This is supported by active students when offline learning takes place. As previously explained, students interact better in class during offline learning, both during discussions in class and looking for information related to the material to be studied at the start and during learning. Then when the student is given an assignment by the lecturer,

The results of this study indicate that the attitude aspect indicator has a percentage of 81.97 percent in the very good category. This is supported by Office Administration Education students who always pay attention to the percentage of lecturers when teaching and vice versa lecturers can also directly supervise the offline learning process. Then if there are things that are not understood by students, they immediately ask the lecturer if they are invited to ask or answer questions from the lecturer, students are also active in providing feedback or solutions to a problem.

3.2 Online Learning

Based on the data analysis of each question item for the online learning variable, it can be seen from the overall results for indicators of knowledge aspects, skills aspects, and attitude aspects. This can be seen in Table 2:

Table 2: Results of Data Analysis for Online Learning Variable Indicators

No	Indicator	N	N	%	Category
1.	Knowledge	2034	2790	72.90	Good
2.	Skills	1882	2325	80.94	Very good
3.	Attitude	1646	2325	71.44	Good
	Amount	5563	7440	74.77	Good

Source: Processed from the accumulated answers of respondents for all question items

$$\begin{aligned}
 &= \frac{n}{N} \times 100 \\
 &= \frac{5563}{16 \times 5 \times 93} \times 100 \\
 &= \frac{5663}{7440} \times 100 \\
 &= 74,77\% \text{ (Good)}
 \end{aligned}$$

The results of the data analysis per indicator of the online learning variable above show that the percentage level for the online learning variable in the Office Administration Education Study Program, Universitas Negeri Makassar, is 74.77 percent and is in a good category.

The results of this study indicate that the indicator of the knowledge aspect has a percentage of 72.90 percent in the good category. This is supported by the students of the Office Administration Education Study Program when online learning takes place they have to analyze the material more deeply due to the lack of direct interaction between lecturers and students and other students. This lack of interaction can slow down values in the teaching and learning process. Learning is carried out through applications such as Zoom, Google Meet, the SYAM-OK website, and other learning applications and students tend to be less good at capturing material presented by lecturers. Then if there are questions or responses, students are quite active in responding to these problems. Although online learning at first many students complained about the implementation of online learning because students were not used to the process of implementing online learning using internet technology which made students bored and less enthusiastic about participating in learning. Because they are used to doing face-to-face learning, over time they have started to get used to using learning media when online learning takes place and students begin to enjoy the implementation of online learning based on the observations made by researchers.

The results of this study indicate that the skill aspect indicator has a percentage of 80.94 percent in the very good category. This is supported by active students when online learning takes place, both during discussions in class and looking for information related to the material to be studied during learning because it is easier for students to get learning materials because students can add or download materials on the SYAM-OK website. Furthermore, in the implementation of online learning, one of the methods used by lecturers is the assignment method which is a method by giving assignments to students, this aims to determine the extent to which students understand the material that has been taught. Then when the student is given an assignment by the lecturer, Their Office Administration Education students try to do the assignments themselves and try to collect these assignments in a timely manner even though the task load given by the lecturer is higher in online learning than in offline learning which students then complain about. The level of student discipline in collecting assignments during online learning is very good because in collecting assignments students are forced to be on time because of the time limit that has been set on the SYAM-OK website so that if you pass the time limit automatically it cannot be accepted by the website based on the observations that have been made. conducted by researchers.

The results of this study indicate that the attitude aspect indicator has a percentage of 71.44 percent in the good category. This is supported by Office Administration Education students who always pay attention to the percentage of lecturers when teaching online learning takes place. Then if there are things that are not understood by students, they immediately ask the lecturer if they are invited to ask or answer questions from the lecturer, students are also active in providing feedback or solutions to a problem.

Although there were some students who when the lecturer explained the learning material did not pay close attention, for example sleeping during the lesson and leaving the absence at SYAM-OK.

3.3 Comparison of Student Academic Achievement Between Offline and Online Learning

The results showed that there was no significant difference in student academic achievement between offline and online learning in the Office Administration Education Study Program, Universitas Negeri Makassar. This means that the hypothesis proposed that there is no significant difference in student academic achievement between offline and online learning at the Universitas Negeri Makassar Office Administration Education Study Program can be verified.

The description of the academic achievement of students of the Office Administration Education Study Program, Universitas Negeri Makassar between offline and online learning is detailed in Table 3:

Table 3: The Results of the Analysis of the Mean and Standard Deviation of Student Academic Achievement Between Offline and Online Learning

	N	Min.	Max.	Sum	mean	Std. Deviation
Online Learning	93	1.64	4.00	349.97	3.7631	.32182
Offline Learning	93	2.98	4.00	352.93	3.7949	.17438
Valid N (listwise)	93					

Source: Results of Statistical Analysis Through the SPSS 26 Program

The details of table 3, show that, the academic achievement of students when offline learning gets an academic achievement or Semester Achievement Index when offline learning with the highest score/maximum value that can be achieved by students based on the provisions of 4.00, while academic achievement or Semester Achievement Index of students during offline learning with the lowest score of 2.98 from the minimum score that must be obtained by students, which is 2.76, and the average value of academic achievement or Semester Achievement Index achieved by students while studying offline, which is 3.7949 or rounded up to 3.80 from a total sample of 93 students with a standard deviation of 0.17438 or rounded up to 0.174.

Furthermore, students' academic achievements during online learning get academic achievements or Semester Achievement Index during online learning with the highest score/maximum value that can be achieved by students based on the provisions of 4.00, while the academic achievement or Semester Achievement Index of students when learning online with the lowest score of 1.64 from the minimum score that must be obtained by students, which is 2.76, and the average value of academic achievement or Semester Achievement Index achieved by students when learning online, which is 3.7631 or rounded to 3.76 from a sample of 93 students with a standard deviation of 0.32182 or rounded up to 0.322.

Before conducting further data analysis tests, it is necessary to test the normality of the data first as a requirement for the use of statistical tests used in hypothesis testing. The data normality test aims to determine the distribution of data, meaning that in this study it is intended to determine whether the research data regarding the comparison of academic achievement of students in the Office Administration Education Study Program, Universitas Negeri Makassar, is normally distributed or not.

Table 4: Data Normality Test Results

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Online Learning	.284	93	.000	.601	93	.000
Offline Learning	.120	93	.002	.847	93	.000

Source: Results of Statistical Analysis Through the SPSS 26 Program

The results of the data normality test in detail in table 4 regarding student academic achievement when offline learning show that, the results of the Kolmogorov-Smirnov analysis obtained a significance value of 0.002, which means it is smaller than 0.05 ($0.000 < 0.005$), then it is declared not normally distributed. Furthermore, the academic achievement of students during online learning shows that the significance value obtained from the results of the Kolmogorov-Smirnov analysis, which is 0.000, which means it is less than 0.05 ($0.024 < 0.05$), is declared not normally distributed.

The test criteria can also be done by comparing the calculated F price with the F table price with df in the numerator na -1 and df in the denominator nc -1 provided that if the calculated F price is less than the F table price for an error rate of 5%, then the data variance is declared homogeneous (the same), whereas if the calculated F value is greater than the table F price for an error rate of 5%, then the data variance is declared to be inhomogeneous (not the same). The results of the homogeneity test of variance are detailed in table 5:

Table 5: The results of the homogeneity of variance test

		Levene			
		Statistics	df1	df2	Sig.
Student Academic Achievement	Based on Mean	3.823	1	184	.052
	Based on Median	1.181	1	184	.279
	Based on Median and with adjusted df	1.181	1	122.558	.279
	Based on trimmed mean	1,677	1	184	.197

Source: Results of Statistical Analysis Through the SPSS 26 Program

The significance value obtained from the homogeneity test of variance in Table 4.39 is 0.052. By knowing the significance value of 0.052 is greater than 0.05 ($0.052 > 0.05$), the variance of research data regarding the comparison of student academic achievement between offline and online learning in the Office Administration Education Study Program, Universitas Negeri Makassar is declared homogeneous (same).

After the research data is declared homogeneous (same), the research hypothesis which states that there are differences in student academic achievement between offline and online learning at the Office Administration Education, Universitas Negeri Makassar can be tested using the analysis of variance or ANOVA test. The criteria for testing the hypothesis using analysis of variance or ANOVA, namely, if the calculated F price is less than the F table price, then the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected, whereas if the calculated F price is greater than the F table price, then H_0 is rejected and H_a is accepted, or if the significance value is greater than 0.05 (> 0.05), then H_0 is accepted and H_a is rejected, whereas if the significance value is less than 0.05 (< 0.05), then H_0 is rejected and alternative hypothesis H_a is accepted.

Table 6: Test Results Analysis of variance (ANOVA Test)
Student Academic Achievement

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.047	1	.047	.703	.403
Within Groups	12.326	184	.067		
Total	12.373	185			

Source: Results of Statistical Analysis Through the SPSS 26 Program

The results of the analysis of variance or ANOVA as detailed in table 6. show that the calculated F value obtained is 0.703 smaller than the F table value which is known with df in the numerator of 1 and df in the denominator of 184 for an error rate of 5%, which is 3.89 and a value of 3.89. The significance of the calculated F obtained from the results of the analysis of variance or ANOVA is 0.403 greater than 0.05 ($0.403 > 0.05$), so from the two criteria for testing the hypothesis using analysis of variance or ANOVA, the same results are obtained, namely, the null hypothesis (H_0) is accepted and the alternative hypothesis H_a is rejected, so it can be concluded that there is no significant difference in student academic achievement between offline and online learning in the Office Administration Education Study Program, Universitas Negeri Makassar.

The results of the t-test to determine differences in student academic achievement between offline and online learning at the Office Administration Education Study Program, Universitas Negeri Makassar is detailed in Table 7.

Table 7. Results of t-Test

Source: Results of Statistical Analysis Through the SPSS 26 Program

Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	df	Sig. (2- tailed)	Mean Differen ce	Std. Error Difference	95% Interval Difference	Confidence of the
								Lower	Upper
Equal variances assumed	3.823	.052	.839	184	.403	.03183	.03796	-.04306	.10671
Equal variances not assumed			.839	141.740	.403	.03183	.03796	-.04320	.10686

The results of the t-test between offline and online learning sample groups in table 7 obtained a t-count value of 0.839 and a t-count significance value of 0.403, while with $df = n_1 + n_2 - 2 = 93 + 93 - 2 = 184$ and an error rate of 5%, it is known that the t table value is 1.97294. The analysis of the results of the t-test between the offline and online learning sample groups above can be seen that the t-count value is smaller than t-table, and the t-count significance value is 0.403 greater than 0.05 ($0.403 > 0.05$), then the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected, so it can be concluded that there is no significant difference in student academic achievement between offline and online learning in the Office Administration Education Study Program, Universitas Negeri Makassar.

Discussion

3.1 Offline Learning

In the aspect of knowledge, it is in a good category. This is supported by the students of the Office Administration Education Study Program when offline learning takes place, they analyze the material, questions, or assumptions, both from educators and from other students during learning. Because students can interact and communicate more easily in class because lecturers and students are in the same room so students can pay more attention and focus more on understanding during learning.

In the aspect of skills, it is in the very good category. This is supported by active students when offline learning takes place. As previously explained, students have better interaction and communication in class during offline learning, both during discussions in class and looking for information related to the material to be studied at the start and when learning takes place. Then when the student is given an assignment by the lecturer,

In the aspect of attitude is in the very good category. This is supported by Office Administration Education students who always pay attention to the percentage of lecturers when teaching and vice versa lecturers can also directly supervise the offline learning process. Then if there are things that are not understood by students, they immediately ask the lecturer if they are invited to ask or answer questions from the lecturer, students are also active in providing feedback or solutions to a problem.

3.2 Online Learning

When online learning takes place they have to analyze the material more deeply due to the lack of direct interaction between lecturers and students and other students. This is in accordance with what was stated by Prawiradilaga (2016) that one of the shortcomings of online learning is the lack of interaction between educators and students or even between students themselves. This lack of interaction can slow down values in the learning and teaching process. Learning is carried out through applications such as Zoom, Google Meet, the SYAM-OK website, and other learning applications and students tend to be less good at capturing material presented by lecturers. Then if there are questions or responses, students are quite active in responding to these problems. Although online learning at first many students complained about the implementation of online learning because students were not used to the process of implementing online learning using internet technology which made students bored and less enthusiastic about participating in learning. Because they are used to doing face-to-face learning, over time they have started to get used to using learning media when online learning takes place and students begin to enjoy the implementation of online learning.

In the aspect of skills, it is in the very good category. This is supported by active students when online learning takes place, both during discussions in class and looking for information related to the material to be studied during learning because it is easier for students to get learning materials because students can add or download materials on the SYAM-OK website. Furthermore, in the implementation of online learning, one of the methods used by lecturers is the assignment method which is a method by giving assignments to students, this aims to determine the extent to which students understand the material that has been taught. according to [18] the assignment method is a teaching method by giving assignments to students in order to carry out learning activities so that they can be accounted for within a predetermined time span. Then when students are given assignments by the lecturer, their Office Administration Education students try to

do the assignments themselves and try to collect these assignments in a timely manner even though the task load given by the lecturers is higher in online learning than in offline learning which they complain about. by students.

In the aspect of attitude is in the good category. This is supported by Office Administration Education students who always pay attention to the percentage of lecturers when teaching online learning takes place. Then if there are things that are not understood by students, they immediately ask the lecturer if they are invited to ask or answer questions from the lecturer, students are also active in providing feedback or solutions to a problem. Although there were some students who when the lecturer explained the learning material did not pay close attention, for example sleeping during the lesson and leaving the absence at SYAM-OK, then this is the drawback of online learning because according to [19] lecturers cannot supervise students directly even though students are given convenience by the accessibility of the learning media used. As stated by [20] that the drawback of online learning is that students who do not have high learning motivation tend to fail..

3.3 Comparison of Student Academic Achievement Between Offline and Online Learning

Student academic achievement or Semester Achievement Index (IPS) students during offline learning at the Office Administration Education Study Program, Universitas Negeri Makassar class 2018 and 2019 obtained a higher average score of 3.79, compared to the average obtained by students when online learning takes place is 3.76.

Students' academic achievement or Semester Achievement Index during offline learning in the Office Administration Education Study Program obtained a higher average score, compared to the average obtained by students during online learning. However, after the analysis of variance (ANOVA) and t-test was carried out, the results showed that there was no significant difference between students' academic achievements when learning offline and online at the Office Administration Education Study Program, Universitas Negeri Makassar.

4. Conclusion

Based on the data analysis and discussion described in the comparison of offline and online learning in the Office Administration Education Study Program, Universitas Negeri Makassar, it can be concluded that offline learning in the Office Administration Education Study Program, Universitas Negeri Makassar, is in a very good category. Meanwhile, online learning at the Office Administration Education, Universitas Negeri Makassar is in a good category.

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