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Exploring The Readiness of Private College Students From Offline To Online Learning System

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Abstract

This study explores how students' readiness at two private campuses in East Java in facing changes in the learning system from being used to face-to-face to a fully online system. This study uses Interpretative Phenomenological Analysis (IPA) to examine how students experience their learning activities with the new system. The research also used the purposive sampling method in selecting the sample. The respondents of this study were four male students from the Department of Information Systems, Dinamika University - Surabaya, and four female students majoring in Management, Institute of Technology and Business Asia Malang. In collecting primary data, the researcher conducted semi-structured interviews. This study indicates that students are unprepared to fully accept online learning, especially certain subjects requiring much practice. Hence, the hybrid learning system is still the best solution for now.



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I. INTRODUCTION

The spread of the coronavirus has occurred throughout the world since March 2020, has caused governments in several countries to implement policies to prohibit activities in all educational institutions [1]. Since this incident, the Ministry of Education and Culture has emphasized that the permit for face-to-face learning activities at universities and polytechnics/community in the 2020/2021 academic year can be carried out in a mixed manner (hybrid learning), online, and face-to-face, with protocols strict health [2]. The education system in Indonesia has turned into a distance learning system where students learn from their homes through various platforms such as Google Meet, Zoom, e-learning, etc. This method utilizes an online network connected to the internet to do all online learning activities [3]. Research Engin [4] and Rafique [5] revealed a relationship between student readiness in online learning and the level of emotional

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intelligence. Individuals with high social skills emotional intelligence sub-dimension have a high level of online learning readiness. The dimensions of online learning readiness such as (1) computer/internet effectiveness, (2) independent learning, (3) participant control, (4) learning motivation, and (5) online communication effectiveness. In addition, according to Mardhiyana [6], the dimensions of student readiness in dealing with learning using e-learning are knowledge about e-learning and student perceptions about e-learning. The level of student readiness can also vary from the semester level of students to the attitude of educators who develop and deliver e-learning. Another study conducted by Marks [7] states that in measuring the effectiveness of online learning, the factors that must consider are course interaction, course quality, instructor behavior, advantages/flexibility, and course satisfaction.

This pandemic situation is a challenge for everyone’s creativity in using technology to develop the world of education. This technology cannot replace teachers, lecturers, and learning interactions between students and teachers because education is about gaining knowledge and values, cooperation, and competence [8]. Schools cannot directly use online learning. The success or failure of achieving educational goals depends a lot on the learning process experienced by students [9]. Slameto [10] revealed that one of the success factors in the teaching and learning process is readiness in terms of psychological factors between the two parties, teachers and students. Readiness is the person's overall condition that makes him ready to respond in a certain way to a situation and the willingness to respond or react. This readiness needs to be considered in the teaching and learning process because if students and teachers do not feel ready to face these conditions, the results will not be good.

Furthermore, this study aims to explore "How are the readiness of students from the two private universities in East Java in facing changes in the learning system from being used to face-to-face to a fully online system due to the pandemic?". This research was conducted at the Department of Information Systems in Dinamika University, Surabaya, and at the Department of Management in the Asian Institute of Technology and Business, Malang, because the two majors are the most prominent in the two private universities, with an average number of new students per semester of 500-700 people. The following is data on active students from both campuses.

Tabel 1. Data on the Number of Active Students

Semester	Information Systems (Dinamika University)		Management (Instttut Bisnis dan Teknologi Asia Malang)	
	Study Programs	Total	Study Programs	Total
191	D3 Sistem Informasi	100	S1 Akuntansi	615
	D3 Administrasi Perkantoran	31	S1 DKV	309
	S1 Sistem Informasi	745	S1 Manajemen	927
	S1 Komputerisasi Akuntansi	6	S1 Sistem Komputer	161
	S1 Teknik Komputer	165	S1 Teknik Informatika	786
	S1 Desain Komunikasi Visual	301	S2 Manajemen	100
192	D3 Sistem Informasi	88	S1 Akuntansi	576
	D3 Administrasi Perkantoran	25	S1 DKV	303
	S1 Sistem Informasi	662	S1 Manajemen	872
	S1 Komputerisasi Akuntansi	5	S1 Sistem Komputer	149
	S1 Teknik Komputer	133	S1 Teknik Informatika	690
	S1 Desain Komunikasi Visual	267	S2 Manajemen	103
	S1 Desain Produk	68		

Source: Data processed by researchers

The results of this study are indispensable for policymakers at the two private universities to create a stimulating and quality learning environment considering that the online lecture system is the first-time experience for these two campuses.

Literature Review

Many researchers have tried to analyze students' readiness to the level of online learning since the emergence of online learning systems. The first concept of online learning readiness has been proposed by Warner [11] with three aspects, student preferences for differences in delivery methods between offline and online learning systems, Student confidence in using technology as a support learning tool, and ability to learn independently. The concept was further refined by several researchers such as McVay [12] who have developed 13 instruments by measuring student behaviour and attitudes as predictors. [13] has conducted an exploratory study to validate McVay's [12] research, which resulted in two factors, comfort with e-learning and self-management of learning. Research conducted by Muthuprasad [1] states that five factors influence online classes' success during the COVID-19 pandemic, such as nature of content, infrastructure, competency, readiness, and follow up. However, in the implementation of the online learning system, there are also several weaknesses as mentioned by several researchers, including (1) Delay in responses [14]–[16], (2) Scepticism of their peers' supposed expertise [15], (3) Lack of a sense of community and feelings of isolation [16], [17], (4) Problems in collaborating with the co-learners (technical problems) [18], (5) Issues related to instructor, (6) Higher student attrition rates [19], (7) The need for greater discipline, writing skills, and motivation, and (8) The need for online users to make a time commitment to learning [20]. In table 2 is a summary of several studies related to what factors affect student readiness to face online learning during a pandemic.

Tabel 2. Research Variable Summary

Author	Object Research	Variables
Du et al. [21]	Engineering students	<ol style="list-style-type: none"> 1. Initial Preparedness and Motivation 2. Self Efficacy 3. Self Directed 4. Support for online learning
Callo and Yazon [22]	Polytechnique students	<ol style="list-style-type: none"> 1. Familiarity and Capability 2. Preparation 3. Device and Connectivity 4. Self Efficacy 5. Prior Experience with Technology
Kalkan [23]	University students in Turkey	<ol style="list-style-type: none"> 1. Computer 2. Internet 3. Online Communication Self Efficacy 4. Self Learning 5. Learning Control & Motivation
Kalman, Esparza, and Weston [24]	Chemistry course students	<ol style="list-style-type: none"> 1. Adaptability 2. Organizational Skill 3. Self Awareness
Muthuprasad, Aiswarya, Aditya, and Jha [1]	Agricultural Students	<ol style="list-style-type: none"> 1. Nature of content 2. Infrastructure 3. Competency 4. Readiness 5. Follow up

Source: Data processed by researchers

II. METHODS

This study employs Phenomenological Analysis Interpretation (IPA) to intensively investigate participant life experiences [25]–[27]. IPA is a qualitative approach especially utilized in various studies in which researchers conduct research on the basis of semi-structured interviews with a smaller number of respondents. This IPA approach is more user friendly when researchers want to find out how people view

some circumstances [28]. This allows the researcher to acquire in-depth insight and a thorough knowledge of the views of participants in a specific group, rather than generating ideas that can be generalized to the entire community [29]. The determination of sample size is critical, and participants must be chosen with care in order to gather useful data. The IPA technique is used on a limited number of samples, ranging from 1 to 15 persons [28]. The number of participants in phenomenological research ranged from 2 to 25 [30]. Students from the Department of Information Systems at Universitas Dinamika in Surabaya and students majoring in Management at the Institut Teknologi dan Bisnis Asia in Malang were chosen as respondents for this study. Semi-structured interviews were done to obtain primary data that will be beneficial in determining how students are prepared to adopt online learning. This enables researchers to study similarities and differences, as well as convergence and divergence, in addition to gaining a thorough knowledge.

Eight students were chosen as research respondents, four from the Information Systems Department (Universitas Dinamika) and four from the Management Department (Institut Teknologi dan Bisnis Asia Malang). They had previously experienced face-to-face learning before the pandemic and are now doing online learning due to the COVID-19 pandemic.

Purposive sampling is utilized in sample selection, in-depth interviews, and by researchers utilizing the WhatsApp and Google Meet apps. The eight participants, who ranged in age from 18 to 20, volunteered and were delighted to be a part of the study. Table 3 shows the demographics of this study's participants.

Table 3. Research Sample Profile

Respondent	Age	Gender	Major	Campus
1	18	Male	Information Systems	Universitas Dinamika (Surabaya)
2	19	Male	Information Systems	
3	20	Male	Information Systems	
4	18	Male	Information Systems	
5	19	Male	Information Systems	
6	19	Male	Information Systems	
7	20	Male	Information Systems	
8	18	Male	Information Systems	
9	20	Female	Management	Institut Teknologi dan Bisnis Asia Malang
10	20	Female	Management	
11	19	Female	Management	
12	20	Female	Management	
13	20	Female	Management	
14	20	Female	Management	
15	20	Female	Management	

Researchers utilized semi-structured interviews for data gathering and analysis, and when conducting interviews, they followed open standards. Each respondent's interview lasted 30 to 40 minutes on average, with the entire interview duration ranging from 30 to 60 minutes. The group examined each interview result based on transcript notes, which were then translated into themes to make it easier for researchers to study. [31] proposed using the "cutting and sorting" approach to maintain objectivity and openness in the analytical process.

III. RESULTS AND DISCUSSIONS

Results

This chapter focuses on presenting more comprehensive empirical data on how students at two private campuses in East Java are prepared to deal with changes in the learning system from face-to-face to entirely online as a result of the Indonesian COVID-19 epidemic.

A. Initial Preparedness and Motivation

All stakeholders, including students and educational institutions, must prepare carefully in order to create a successful online learning environment. The researchers conducted interviews to find out how students initially prepared for and motivated to deal with changes in the learning system from offline to Online, how they talked to teachers and friends at lectures, how they prepared themselves to receive content at online lectures and how they answered if online conferences were continued on campus.

Based on the data we observed that when students talked about the topic, they communicated less comfortably with their professors and colleagues. There are numerous barriers when students communicate online, notably that the voice is sometimes not clear, that the link or signal is lost, and that looking at the monitor too much causes headaches, so that they do not speak freely and laugh freely. The following are samples of the replies of responders about the inconvenience of online communication during online lectures:

“When online discussion interactions have dropped substantially over offline since we can ask as much as we want when studying offline, even when we do not understand, we may walk straight in the lecturer's room. I think the kid who raised the question was not of his own will but of an instruction from the teacher”. (Information Systems, 18 years old)

Meanwhile, some students are still unable to absorb material or complete tasks in terms of lecture reception since they are not engaged or motivated to learn. Many courses require hands-on work at campus laboratories, according to the respondents, due to the limited equipment that students have at home. The following is one of the respondents' replies:

“While online, I find it quite difficult to comprehend the information and tasks. The GPA is greater when studying offline.”. (Information Systems, 19 years old)

There were disparities in responses when the researcher asked respondents about their thoughts on school policy for continuing to adopt online learning systems in the future. The policy was rejected by all male respondents in the Information Systems department because they thought they couldn't concentrate when studying online, however female respondents in the Management department approved the concept with a 50/50 split of online and face-to-face lectures. The following is an example of one of the respondents' responses:

“I'm prepared to follow this if that's the policy, but I'd be good to meet off-line or do a hybrid lecture like yesterday” (Management, 20 years old)

As previously indicated, both parties are making solid preparations. In such a situation, educational institutions can prepare the teachers' skills and talents effectively when teaching online. These professors can even be introduced by a professional [32]. The researchers conducted interviews to determine if the instructors were adequately motivated to learn, whether the teachers gave chances for students to ask questions, answer questions, and discuss during the lecture, and whether the teachers' teaching style was enough. When studying online, as well as the campus's resources for delivering online courses.

Based on interview findings, we discovered that lecturers at both campuses were extremely open and glad to answer questions asked by students in online teaching and learning activities while students were in fact only asked a few of them since they were more convenient to talk or to learn. One of the responses from the respondents is as follows:

“Yes, I'm happy with some teaching methods of the lecturers, but there are also others that rely on the lecturer less than satisfied” (Management, 20 years old)

Furthermore, virtually all professors have encouraged their students and created a large enough area for them to be active and connect with one another by posing case study questions that challenge students to think critically while expressing their ideas. However, the fact is that not all of the pupils there feel obligated to participate in class. The following is one of the respondents' replies:

“The professors are more likely to encourage the students in this semester since it is more structured today, but was not structured in the prior six months. Perhaps because they were still adjusting, there were no regulations. They're extremely excellent at softening opinions already, but pupils react less. Students can simultaneously work on other activities”. (Information Systems, 18 years old)

With regard to teaching style, the professors during the online lectures claimed that throughout the online lectures they were polite and nice. In terms of jokes and ice breaking, the character of each instructor depends very much on it. The humor will be quite restricted when the character is stiff and vice versa. The response below is one of the respondents' answers:

“How frequently, sir, are the lecturers revitalizing the mood by joking or testing students' work? For example, there were many kids in class that morning who had just woken up or whatever so you suddenly become a bit slow if you were asked. That's how the professor jokes, sir”. (Manajemen, 19 years old)

According to responses, each campus's amenities are pretty nice, and the professors' level of learning during online lectures is satisfactory. The material offered was straightforward to download, and there were several videos, according to respondents from the Information Systems department. My Brilliant Learning Management System (LMS) contains videos, courses, and ebooks for learning. Meanwhile, Management department respondents stated that so far, students' assignments and work results have been using Google Workspace media, where each student is given a special email from campus so that they can access unlimited Google Drive, which is linked to every Google Classroom that has been created.

The summary results of the research above can be seen in Table 4 below:

Tabel 4. The Initial Preparedness and Motivation Interview Results

Initial Preparedness and Motivation	Respondent (students)	
	Information System (Universitas Dinamika)	Management (Institut Teknologi dan Bisnis Asia Malang)
Communication with teachers and friends during online lectures	Less comfortable	Less comfortable
Level of interaction between students and faculty	Low	
Discussion of material	Difficult to understand	Only a few of them followed
Acceptance of lecture materials during online lectures	Difficulty concentrating	Difficulty concentrating
Campus policy on online learning systems going forward	Prefer online lectures but for practicum courses want to be present in the computer laboratory	Hybrid Learning (50% Online 50% Offline)
Faculty motivates students	Highly motivated	Highly motivated
Teachers invite students to interact	High	
Teaching style of lecturers when online lectures	Fun	Fun
Facilities provided by the campus when studying online	Satisfied	Satisfied
Feel satisfied with the courses taught	Less	Satisfied

B. Support Learning System

Implementing a dramatic transformation is highly important and requires the environment to provide significant assistance [33]. In order to determine how students respond to an educational institution's learning system support readiness, the researcher focuses on the suitability of lecture materials and the fulfillment of all future knowledge needs, the duration of online learning, as well as flexibility in activities and graduation.

Based on the findings of the interviews, teaching material from the lecturers has up to now been consistent with their future knowledge requirements, however, it is impossible to deny that the degree of student awareness is yet to be as high as possible to further investigate what is taught in class. Again, with few tools when actual tasks are required. The response below is one of the respondents' answers:

“The academic or practical content presented is, in my opinion, very useful for my future understanding. The issue is, the knowledge need is yes but, particularly in programming classes, ability and practice are weak, lacking in touch” (Information Systems, 20 years old)

The students are happy about the duration of their online lectures, but occasionally teachers are more than the period of teaching, so that it is difficult for students to transfer to the next online classroom. In addition, this online training approach generates a lot of homework for many instructors. Several variables that create time delays or issues in relation to length include sluggish internet signals that are often separated from the teacher's part and that are not supportive of the teacher's home environment. The following is one of the answers from the respondents:

“In general, the duration of online lectures is quite appropriate, but sometimes the duration of the lecturer's explanation is very limited because some of the obstacles and assignments given are also quite large and require students to search on the internet, making it difficult for students to follow” (Management, 19 years old)

This online lecture technique allows students to complete the study session faster because the class quota supplied is considerably more than if they were in class. Students may also be more multitasking in performing activities like KP, assignments, attending courses, and observing online seminars without being restricted by permission from the professor, as they were while they were still studying in class. Furthermore, with no requirement for students to attend college, they have more time at home to pursue their hobbies. When they are at home, though, they find it challenging to manage this time. Many extracurricular activities, particularly those requiring physical effort, were postponed during these online courses. When there was a meeting, they only conducted this online. Some respondents, however, said that webinars hosted by groups or organizations outside of campus are getting excessively crowded.

The summary results of the research above can be seen in Table 5 below:

Tabel 5. The Support Learning System Interview Results

Support Learning System	Responden (Mahasiswa)	
	Information System (Universitas Dinamika)	Management (Insttut Teknologi dan Bisnis Asia Malang)
The theory and practice taught are difficult to match the needs of the future	Agreed	Agreed
Satisfied with the duration of the material provided by the teacher	Satisfied	Satisfied
The online lecture system allows students to complete their studies faster	Agreed	Agreed
Online lectures make students more active in activities outside of lectures (if there is no pandemic)	Agreed	Agreed
Online lectures save time	Agreed	Agreed

Discussion and Implications

As already explained, the objective of this qualitative research is to discover the perspective of readiness for students in two different private campuses, namely Universitas Dinamika, Surabaya and Institut Teknologi dan Bisnis Asia Malang, in view of the changes in the learning system, that they are totally online. In this study, the interpretative method gives profound insight into how pupils prepare themselves and motivate themselves for a new reading system. With regard to this dramatic systemic shift, according to CNN [34], there are numerous hurdles to education in Indonesia during this breakout of the virus and Indonesia's education sector has still not been prepared for education institutions and students themselves. Facing 21st century problems.

The results of this study indicate that the main barriers to the initial willingness and motivation of students and educational institutions to participate in online lectures [1] are less comfortable with interactions, and so it appears that teachers only teach one-way, if no student is prepared to turn up the video or speak via the chat and microphones. Castelli & Sarvary [35] claimed that there were a number of reasons why students didn't turn on the camera during face-to-face online, that was to worry about their personal appearance and other people, and that they had a weak Internet connection, [2] Failure to grasp curriculum of course, particularly ones that need practical training, [3] While students who are undergraduate students of information systems would like to return to face-to-face lectures, students who are graduates in management are not concerned about the online lecturing system, it is hoped there will be a future merger of online and face-to-face systems (mixed learning). Chang et al. [36] said the blended learning class had better learning efficiency. The level of acceptance of learning received by students was significantly higher (80.3%).

The conclusion was that the combination of physical and online courses called mixed learning, in this case, would constitute a future trend. Comprehensive learning is definitely the beginning of the successful transformation of conventional education into online learning. Mixed learning can be called a bridge for responding slowly to the dramatic transformation from offline to on-line. However, due of the limits of the support system, students of the Universitas Dinamika feel different. These problems and conditions should be dealt with promptly, since a lost generation will occur when left uncontrolled. The first is the accepting of the status and conditions of the online education by students of Institut Teknologi dan Bisnis Asia Malang, termed mixed education.

According to So [37] in Widodo et al. [38] one of the successes of an e-learning learning activity is the balance of communication between the two parties and the competence of the teacher himself. Furthermore, the campus has made it simple for students to engage in online learning by providing digital learning tools and internet access. Brooks and Grajek [39] note in their study that a number of faculties are being compelled to totally shift their learning systems online. It is critical to prepare equipment that kids can access and understand how to utilize.

Another conclusion from this study in terms of supporting learning systems is that there is no significant difference in learning time between face-to-face and online courses. This bolsters the findings of studies done by Muller dan Mildenerger [40]. They claim that the difference between blended learning and traditional learning is minor, and that the effect, whether good, negative, or moderate, is also minor. This indicates that, despite a reduction in class time of 30 to 79 percent, learning results are found to be similar. Consequently, blended learning with reduced classroom time is neither more nor less successful than traditional classroom learning. Furthermore, when it comes to the flexibility of study time and activities outside of academics, most students benefit tremendously from this online system since it allows them to perform things concurrently without having to get permission from the teacher, exactly as in class. Students with good time management skills will be able to complete their studies faster because there is no restriction on the number of students in a session online, so they won't have to worry about not being able to teach courses. According to Mengistie [41], internet and network issues are the most significant obstacles associated with the university's reaction to the educational situation created by the pandemic. To handle distant learning with students at home, undergraduate, postgraduate, and doctoral students must have access to the internet.

IV. CONCLUSION

In order to create an efficient online lecture environment during this epidemic, all stakeholders must be prepared, including students and educational institutions. The institution must explain and educate its students about the changes in the lecture system that have happened, and students must grasp the implementation and tactics of the online learning system in order to have strong confidence and motivation in their learning achievement. Amid the current epidemic, this study reveals that blended learning is the most recent approach used by Indonesian educational institutions to handle online learning. This is due to the fact that some students in specific scientific disciplines are currently unprepared to learn entirely online.

One of the obstacles some students face is that they are not comfortable interacting with teachers and friends. The level of interaction is deficient, and it isn't easy to concentrate on discussing material and accepting explanations from the teacher. However, some benefits are felt by students with the online system. Namely, it can speed up the study period because there is no limit to the number of students in one class, and students can do a lot of activities outside of lectures that can add to their knowledge.

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