# Comparative Study of the Effectiveness of Online and Offline Learning Methods in the Islamic Communication and Broadcasting Study Program Class of 2020 as a Trial Class in 2021

*Muhammad Ikbal Husma[1], Rahmiati[2], Nur Fadillah Amir[3], Muh. Khaerul[4], Andi Dian Fitriana[5], Nurhakki[6]*
[123456]Institut Agama Islam Negeri (IAIN) Parepare
[1]muhammadikbalhusma@iainpare.ac.id, [2]rahmiati@iainpare.ac.id,
[3]nurfadillahamir@iainpare.ac.id, [4]muhammadkhaerul@iainpare.ac.id
[5]adianfitriana@iainpare.ac.id, [6]nurhakki@iainpare.ac.id

*Abstract*
*This study focuses on comparing the effectiveness of online and offline learning methods in the 2020 Islamic Communication and Broadcasting study program as a trial class in 2021. This study uses the Uses and Gratification method. This research was conducted using the Quantitative Comparative method. Based on the results of the study, it was found that the offline learning method has a higher effectiveness than the online learning method on KPI Students Class of 2020 as a trial class in 2021, this is evidenced by comparative quantitative calculations carried out by researchers in which the variable y shows a higher value. compared to variable x. This research is limited to one class in the study program at IAIN Parepare, therefore it is recommended that further research can expand the scope of the subject.*

*Keywords: Effectiveness; Learning; Online; Offline.*

## INTRODUCTION

The corona virus or Covid-19 pandemic in 2019 can paralyze all community activities outside the home. The COVID-19 pandemic cannot be controlled quickly and requires proper control by both the government and the community. One of the preventive measures recommended by the government to stop COVID-19 infection is to use this method at home. Work at home, study at home, worship at home.

Since the outbreak of the corona virus (Covid19), the education system in Indonesia and around the world has shifted to online learning methods. This online learning method started at the end of 2019, with students starting the learning process from home. The online education and learning process is carried out after the COVID-19 pandemic to achieve the ideals of education in Indonesia and prevent the spread of the virus. The biggest challenge is changing student habits. It was popular at first because of the interest to engage in home

study activities, but over time, students did the same thing every day which bored them with online learning methods.

The most effective learning system is actually run face-to-face (offline), allowing students and teachers to interact directly without distance restrictions. But at this time it is not possible because students and teachers can meet with online media because the media is one of the right alternatives at this time. The attendance system takes place at regular times, but after the end of this pandemic, the teaching and learning system continues to run even though it used to be online. Therefore, IAIN Parepare conducts trial lectures starting at the beginning of the odd semester, where KPI students from the 2020 class are one of the test classes.

And the formulation of the problem in this study is, what is the percentage of learning quality and the suitability of the learning level of KPI students for the class of 2020 as a test class for online and offline learning methods, and how significant is the time used between online and offline learning methods for KPI students for the class of 2020. And the purpose of this study itself is to find out what percentage of the quality of learning and the suitability of the learning level of KPI students for the class of 2020 as a test class for online and offline learning methods, as well as how significant the time used between online and offline learning methods for KPI students batch 2020.

**RESEARCH METHODS**

This research is included in comparative quantitative research. Quantitative research is a quantitative approach whose data is numerical and processed using statistical methods. Comparative research is research that is intended to determine the level of difference in a variable from two different groups. This study is intended to determine the differences in the effectiveness of offline and online learning methods on KPI Students Class of 2020 as a trial class in 2021.

To obtain the data for this study, the researchers created and distributed online questionnaires. In obtaining the number of samples, the data collection method is the Purposive Sampling method, which is a way of calculating the number of samples by taking special considerations so that they can and are appropriate to be used as samples. The considerations taken are students who have participated in online and offline learning during the offline learning trial period, so that they can compare 2 different situations.

In this study, the population was all active students of the Islamic Communication and Broadcasting Study Program Class of 2020, totaling 60 people. The sample in this study were students of the 2020 Islamic Communication and Broadcasting Study Program with a

population of 60 people. If the number of respondents is less than 100, all samples are taken so that the research is a population study. Meanwhile, if the number of respondents is more than 100, then the sampling is 10% - 15% or 20% - 25% or more (Arikunto, 2002: 112).

$$N = 60$$

$$E = 0.10 \, (10\%)$$

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

$$n = \frac{60}{1 + 60(0,10)^2}$$

$$n = \frac{60}{1 + 60(0,01)}$$

$$n = \frac{60}{1.6}$$

$$n = 37,5 > 37$$

So the sample or research target of the researcher is 37 students of the 2020 Islamic Communication and Broadcasting Study Program.

## RESULTS AND DISCUSSION

**Results**

### X Variable

| No. | Question Type | Unit | Pescentatio |
|-----|---------------|------|-------------|
| 1. | Find it easier to understand learning materials while using the online lecture method | 29 | 78,3% |
| 2. | Have difficulty discussing with friends/lecturers during online lecture | 31 | 83,7% |
| 3. | Lecturer always provide introductory material before giving assignments online | 25 | 67,5% |
| 4. | Knowledge and skills regarding the KPI study program increase during online lectures | 19 | 51,3% |
| 5. | Lectures/learning conducted online according to the existing schedule | 16 | 43,2% |

**Total Sample : 37**

Based on the table, it can be seen that 78.3% (29 people) of respondents answered that they understood the learning material better while using the online lecture method, and 21.6% (8 people) answered that they did not understand the learning material while using the offline lecture method. it was concluded that the respondents of Islamic communication and broadcasting students class 20 understood more lecture material using the online method.

On number 2, iit can be seen that 83.7% (31 people) of respondents answered that they had difficulty discussing with friends/lecturers during online lectures and 16.2% (6 people) answered that they had no difficulty discussing with friends/lecturers during online lectures. From the table, it can be concluded that the number of respondents of Islamic communication and broadcasting students of the 2020 batch had difficulties in discussing with friends/lecturers during online lectures.

Based on table number 3, it can be seen that 67.5% (25 people) of respondents answered yes that lecturers always provide introductory material before giving assignments online and 32.4% (12 people) answered no that lecturers do not provide introductory material before giving assignments online. . From this data, it can be concluded that the respondents of Islamic communication and broadcasting students class of 2020 received more introductory material from lecturers before being given online assignments.

Based on table 4, it can be seen that 51.3% (19 people) answered that their knowledge and skills regarding the KPI study program increased during online lectures,

and 48.6% (18 people) answered no that their knowledge and skills regarding the KPI study program did not increase. during online lectures. From the table it can be concluded that the respondents of Islamic communication and broadcasting students batch 2020 have more knowledge and skills regarding the KPI study program during online lectures.

Based on number 5 on tabel, it can be seen that 43.2% (16 people) of respondents answered yes that the lectures conducted online were in accordance with the existing schedule, and 56.7% (21 people) answered no that the lectures conducted online were not according to the schedule. which exists. From the table, it can be concluded that the research respondents of Islamic communication and broadcasting students from generation 20 prefer not to lectures conducted online that are not in accordance with the existing schedule.

**Y Variable**

| No. | Question Type | Unit | Pescentatio |
|-----|---------------|------|-------------|
| 1. | Find it easier to understand learning materials while using the offline lecture method | 31 | 83,7% |
| 2. | Have difficulty discussing with friends/lecturers during offline lecture | 12 | 32,4% |
| 3. | Lecturer always provide introductory material before giving assignments offline | 32 | 86,4% |
| 4. | Knowledge and skills regarding the KPI study program increase during offline lectures | 32 | 86,4% |
| 5. | Lectures/learning conducted offline according to the existing schedule | 24 | 64,8% |

**Total Sample : 37**

Based on table number 1, it can be seen that 83.7% (31 people) of respondents answered that it was easier for him to understand learning material using the offline lecture method, and 16.2% (6 people) answered that it was not easy to understand learning material while using the offline lecture method. From the table, it can be concluded that the respondents of Islamic communication and broadcasting student research respondents from the 20th generation preferred that it was easier for them to understand learning materials while using the offline lecture method.

Based on table 2, it can be seen that 32.4% (12 people) of respondents answered that they had difficulty discussing with friends/lecturers during offline lectures. And 67.5% (25 people) answered that they had no difficulty discussing with friends/lecturers during offline lectures. From the table, it can be concluded that the number of 20 Islamic communication and broadcasting student research respondents preferred that they had no difficulty discussing with friends/lecturers during offline lectures.

Based on table 3, it can be seen that 86.4% (32 people) of respondents answered that he was a lecturer who always gave introductory material before giving offline assignments. And 13.5% (5 people) answered that they did not always receive introductory material before being given offline assignments. From the table, it can be concluded that the research respondents of Islamic communication and broadcasting students from generation 20 prefer to choose, so lecturers always give introductory material before giving offline assignments.

Based on table 4 it can be seen that 86.4% (32 people) answered that their knowledge and skills regarding the KPI study program increased during offline lectures, and 13.5% (5 people) answered no that their knowledge and skills regarding the KPI study program did not increase during the course of the study. online lectures. From the table, it can be concluded that the respondents of Islamic communication and broadcasting students batch 2020 have more knowledge and skills regarding the KPI study program during offline lectures.

Based on table 5, it can be seen that 64.8% (24 people) of respondents answered yes that the lectures conducted offline were in accordance with the existing schedule, and 35.1% (13 people) answered no that the offline lectures were not according to the schedule. which exists. From the table, it can be concluded that the respondents of Islamic communication and broadcasting student researchers from the 20th generation chose yes to lectures that were conducted offline according to the existing schedule.
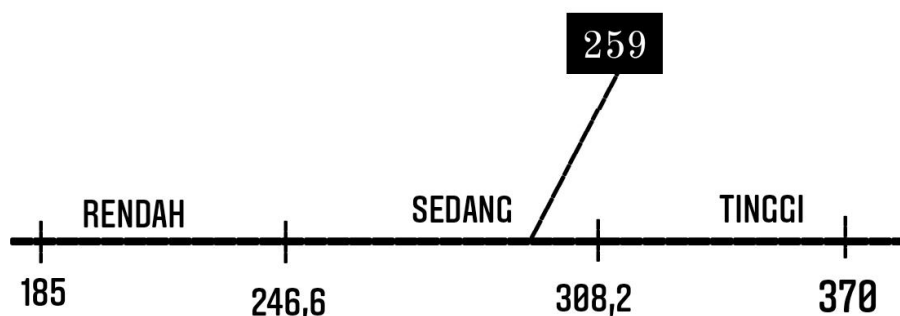
**Disscussion**

**Comparative research study of the effectiveness of online and offline learning methods in islamic communication and broadcasting study program for 2020 as a trial class in 2021**

Based on the results of the overall analysis, the online learning method is a learning method that uses the internet as a learning medium to achieve learning objectives. While the offline learning method is a face-to-face learning method. With the online learning method during this pandemic, it is able to affect the learning effectiveness of KPI students for the class of 2020 where in this batch there are several classes that will be trial classes for offline lectures in 2021.

This effectiveness can be measured using four indicators, including the quality of learning, the suitability of the level of learning and time (Slavin). This is related to Bloom's

Taxonomy theory introduced by Benjamin Bloom which explains that there are 3 aspects in achieving learning outcomes, namely Cognitive Aspects (Regarding Knowledge), Affective Aspects (Regarding Attitudes and Feelings), and Psychomotor Aspects (Regarding Physical Ability).

### Variable X. Calculation Scheme



From the scheme above, it can be seen that the total of coding sheet variable x is 259, which means it is in the medium category 246,6 – 308,2.

### Variable Y. Calculation Scheme
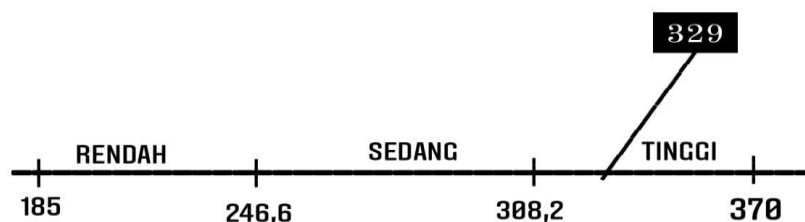


From the scheme above, it can be seen that the total of the coding sheet variable y is 329, which means it is in the high category of 308,2 – 370.

From the two schemes above, it can be concluded that the results of this study are offline learning methods have a higher effectiveness than online learning methods for 2020 KPI students as a trial class in 2021.

**Comparative research study of the effectiveness of online and offline learning methods in islamic communication and broadcasting study program for 2020 as a trial class in 2021**

Overall, based on the results of quantitative data analysis, it is known that what is the percentage (quality) of the comparison of the effectiveness of online and offline learning methods in the Islamic communication and broadcasting study program class of 2020 as a trial class in 2021. According to the question "do you better understand the learning materials during this period?" using the online lecture method, it can be seen that KPI class 20 students who answered "yes" 78.3% (29 people) that they understood the learning material better while using the online lecture method and 21.6% (8 people) respondents who answered that they did not understand the material learning while using the online lecture method. It can also be seen in the question whether it is easier for you to understand learning material while using the Offline lecture method, it can be seen that KPI class 20 students who answered "yes" 83.7% (31 people) that it was easier for them to understand learning material while using the offline lecture method and respondents who answered no 16.2% (6 people) of the data it can be seen that KPI students of class 2020 do not understand offline lecture material. If you look at the data above, it can be concluded that KPI students of class 2020 better understand learning materials using offline lecture methods than using online learning methods.

Based on the results of quantitative data analysis, it is known that what percentage (quality) is the comparison of the effectiveness of online and offline learning methods in the 2020 Islamic communication and broadcasting study program as a trial class in 2021 according to the question Do you have difficulty discussing with friends/lecturers during online lectures? It can be seen that the 2020 KPI students who answered yes were 83.7 (31 people) that they had difficulty discussing with friends/lecturers during online lectures and 16.2% of respondents who answered no (6 people) that they had no difficulty discussing with their friends. / lecturer during online lectures. It can also be seen in the question Do you have difficulty discussing with friends/lecturers during offline lectures. It can be seen that KPI students of class 20 who answered yes 32.4% 12 people) that they had difficulty discussing with friends/lecturers during offline lectures and respondents answered no 67.5% (25 people) that he has no difficulty discussing with friends/lecturers during offline lectures. If you look at the data above, it can be concluded that KPI students batch 2020

have difficulty discussing with friends/lecturers during online lectures compared to discussing with friends/lecturers in offline lectures.

Based on the results of quantitative data analysis, it is known that what percentage (level of learning corresponds to) the comparison of the effectiveness of online and offline learning methods in the Islamic communication and broadcasting study program batch 2020 as a trial class in 2021 according to the question whether lecturers always provide introductory material before giving assignments individually. online it can be seen that KPI students from batch 20 who answered yes 67.5% (25 people) that they always received introductory material from the lecturer before being given assignments online and respondents who answered no 32.4% (12 people) that they did not receive the material. introduction from the lecturer before being given an online assignment. It can also be seen in the question whether lecturers always provide introductory material before giving assignments offline. It can be seen that KPI students from batch 20 who answered yes, 86.4% (32 people) of respondents answered that lecturers always provide introductory material before giving assignments offline and respondents who answered yes. answered no 13.5% (5 people) that did not receive introductory material from the lecturer before being given an offline assignment. If you look at the data above, it can be concluded that KPI students for the class of 2020 always receive introductory material before being given an offline assignment compared to providing material before being given an online assignment.

Based on the results of quantitative data analysis, it is known that what percentage (level of learning corresponds to) the comparison of the effectiveness of online and offline learning methods in the Islamic communication and broadcasting study program batch 2020 as a trial class in 2021 according to the question What are the knowledge and skills regarding the communication and broadcasting study program? Islam increases during online lectures. It can be seen that KPI students of class 20 who answered yes 51.3% (19 people) that knowledge and skills regarding Islamic communication and broadcasting study programs increased in online lectures and respondents who answered no 48.6% (18 people) ) that his knowledge and skills regarding the Islamic communication and broadcasting study program did not increase during online lectures. It can also be seen in the question Do knowledge and skills regarding Islamic communication and broadcasting study programs increase during offline lectures that KPI students from batch 20 who answered yes 86.4% (32 people) answered that their knowledge and skills regarding KPI study programs increased during offline lectures and respondents who answered no 13.5% (5 people) that their knowledge and skills regarding the KPI study program did not increase

during offline lectures. If you look at the data above, it can be concluded that KPI students of class 2020 have more knowledge and skills regarding Islamic communication and broadcasting study programs during offline lectures compared to online lectures.

Based on the results of quantitative data analysis, it is known that the percentage comparison (time) of the effectiveness of online and offline learning methods in the Islamic communication and broadcasting study program batch 2020 as a trial class in 2021 is in accordance with the question of whether lectures / learning conducted online are in accordance with the existing schedule. It can be seen that KPI students batch 20 who answered yes 43.2% (16 people) that lectures conducted online were in accordance with the existing schedule and respondents answered no 56.7% (21 people) that lectures conducted online were not in accordance with existing schedule. It can also be seen in the question whether the lectures / learning carried out offline are in accordance with the existing schedule that KPI Class 20 students who answered yes 64.8% (24 people) of respondents answered yes that lectures were carried out offline according to the existing schedule and respondents 35.1% (13 people) answered no that the lectures conducted offline were not in accordance with the existing schedule. If you look at the data above, it can be concluded that KPI students class 2020 conduct lectures / learning that is carried out offline according to the existing schedule compared to lectures / learning that is carried out online not according to the existing schedule.

**CONCLUSIONS AND RECOMMENDATIONS**

**Conclusion**

Based on the research that has been done, the researcher can draw the conclusion that:

a. The quality of the Online and Offline Learning Methods for the Class of 2020 KPI students, after analyzing the data quantitatively, it can be seen that the quality of the offline learning method is higher than the online learning method, this can be seen from the Class of 2020 KPI students who better understand learning materials using the lecture method offline compared to using online learning methods. The quality of learning itself is measured by how much information is presented so that students can easily learn the material provided by the lecturer.

b. Compatibility of Online and Offline Learning Levels for KPI Students Class of 2020, After conducting quantitative data analysis, it can be seen that the Suitability of Offline Learning Levels is higher than Online Learning Methods, This level of learning can be

measured by how lecturers ensure students' readiness in new learning materials . Which means, the lecturer gives the task to ensure whether the student already understands or understands the material given, if the assignment given by the lecturer is in accordance with the introduction to the material presented, then the student can receive the new material. KPI Class 2020 students always receive introductory material before being given an assignment offline compared to providing introductory material before being given an assignment online.

c.  The significant time used between online and offline learning methods for KPI students Batch 2020, after analyzing quantitative data, it can be seen that the Offline learning method uses a significant amount of time compared to online learning methods, this can be seen from the data which shows that the time spent used in offline learning methods are more in accordance with the existing schedule/provided compared to online learning methods which are sometimes not in accordance with the existing/provided schedule.

**Suggestion**

By looking at the description above, it can be seen that the offline learning method has a higher effectiveness than the online learning method for the 2020 KPI students as a trial class in 2021, this is evidenced by quantitative calculations carried out by researchers using comparative research methods or comparatively, the variable y shows a higher value than the variable x.

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