

Human Resources and E-Learning Effect on the Successful Study during the Pandemic Covid-19

Siti Mardah^{1*}, Muthia Harnida², Erni Alfisah³

^{1,2,3}Universitas Islam Kalimantan Muhammad Arsyad Al Banjari Banjarmasin

E-mail: sitimardah27@gmail.com

Received: Juny, 2022 Accepted: July, 2022; Published: August, 2022

Abstract

The pandemic of Covid-19 has brought a big change in education, especially in the teaching and learning process. What used to be conducted physically in the class has suddenly changed to be conducted virtually through many digital platforms, such as Google Classroom, and media virtual such as Cloud, Zoom, Google Meet, etc. The change in the teaching and learning process from offline to online of course will affect both the students and the academic community. Those changes also can affect the successful study of the students. The research purpose is to find empirical evidence of the human resources of the academic community and the E-Learning effect on e-learning or what is sometimes called an online learning system for successful study. The samples are the students of the Faculty of Economics of Universitas Islam Kalimantan Muhammad Arsyad Al-Banjary Banjarmasin who join the Cost Management Classes. There are 75 students joined as participants through questionnaires that were delivered by Google Form. The analysis of data collection used multiple linear regression with SPSS 22. The result shows that human resources and E-learning positively and significantly affect the successful study of the students.

Keywords: Human resources; E-Learning; successful study

INTRODUCTION

The pandemic of covid-19 has changed many sectors of human life (De Brouwer et al., 2020) such as economics, politics, society, and education. The spread of covid-19 makes the people in the world reduce their intensity to meeting one another to prevent the infection of that virus. This condition forces the institution or organization, and offices to work from home (WFH), and to join the class online. This situation of course changes the system of teaching and learning process to conduct distance learning by using the internet with the digital platform such as Google Classroom, and media virtual such as cloud, zoom meeting, Google meet, etc. The Pandemic covid-19 brings consequences in the process of teaching and learning to implement e-learning to conduct the learning process. The use of digital platforms, such as virtual classrooms with Cloud, Google meet, Zoom, and digital classrooms to implement e-learning. The concept of e-learning in its implementation uses synchronous and asynchronous methods in delivering the teaching material.



Bartley & Golek (2004), explained online learning as a medium for distance learning where the learning and teaching process among the students and lecturers especially in higher education are still able to interact by using the internet even though they are in different locations. The solution for preventing the spread of coronavirus of covid-19 is conducted by the policy with online learning (Hussein et al, 2020; Oyedotun, 2020). The term e-learning is used for education activities via computers and the internet.

Some of the problems can occur due to using the internet in the learning process. The students and the lecturers can face the problem of a bad connection, lack of skill in handling new technology, and so on. To ease online learning, the infrastructure of technology must be well equipped to support the system. (Lundrum, 2020). Hence, the students who join the class feel safe and comfortable in receiving the learning process. But on the other side, when the infrastructure and the people who are responsible for the online process do not support the system, it will consequently affect the learning process of the students, and the lectures in explaining the material to the students. This condition can give an impact on the success of the study of the students. The human resources of the academic community also play an important role in conducting online learning. They are required to be proficient and professional in using the technology to support the online process. The web-based education platform is also a problem (Park, 2009).

Septyarini, and Rosiana (2021), found a positive effect on human resources and e-learning systems on the success of the study of the students using the approach of Valance, Instrumentality, and Expectancy, or we call it VIE. Surata, et al (2020), found that the qualification of the readiness lectures for e-learning is in the ready category. The samples are the lectures in the private colleges of Biology education in Bali using the Aydin and Tasci Scale. Khusniyah, N.L., & Hakim, Lukman (2019) found that there is a positive effect on the learning process of reading English to increase the student learning score by using a web blog.

This research is aimed at analyzing the human resources and e-learning or the online learning system on the successful study of the students. The participants are the students of Universitas Islam Kalimantan Muhammad Arsyad Al Banjary who join the cost Management classes at the Faculty of Economics.

LITERATURE REVIEW

Human resources are defined as science and art that regulate the relationship and role of the workforce to effectively and efficiently help achieve the goals of the company, employees, and society (Hasibuan, 2016).

The quality of human resources can be influenced by education and the environment. A good education can produce good human resources. So education is very important to produce quality and competitive resources. The quality of human resources can easily increase work productivity to achieve the organization's goal. The environment greatly affects a human character. So, under good environmental conditions, a good human character is usually developed to produce qualified and competitive human resources. The effect of the environment will form the human character, such as the living environment, the play environment, the educational environment, and others.



Kasanuddin (2011:18), mentioned some indicators of quality of human resources, namely, intellectual quality including knowledge, and skills; education; understanding of the field; ability, and ability in planning organization.

E-learning or online learning can be defined as the process of learning activities by using a virtual class or digital class (Rusman, 2012). The teaching and learning process which uses media such as an intranet, internet, video, or audio is e-learning (Koochang & Harman (2005). The learning in the class that uses the web to reach the target of a broad and massive group is the definition of online learning (Bilfaqih & Qomaruddin (2015:1). Thorne (in Kuntarto, 2017: 102) "Online learning using multimedia technology, virtual lessons, video streaming, voice messages, animated online texts, CD ROMs, e-mails, conference calls, online video.

The benefits of using online learning or e-learning according to Bilfaqih & Qomaruddin (2015:4), namely to increase the use of multimedia effectively, and also improve the quality of education; online learning can increase the affordability of quality education and training. The other benefits of online learning also can save time in the teaching and learning process, reduce travel costs, save books expense, equipment, and cost of infrastructure, and can reach a larger area. The learning process can be more independent (Hendri 2014:24). But on the contrary, online learning also has some disadvantages, such as, the instruction for use needs to be learned collecting tasks may not be properly conditioned because there is no direct supervision, and sometimes the material presented is not understood by the students because the teacher cannot explain it directly (Seno & Zainal, 2019:183).

The applications that can be used for online learning, such as; 1) Google Classroom, this application is very popular online learning. The app, owned by Google, is free to use and includes many great features. 2) Zoom is a video conference application that allows teachers to explain the material. In this application, the teacher can also display the performance points of the learning materials. The zoom is also convenient and many students can follow; 3). Learning house. Learning house is provided by The Ministry of Education and Culture which contains the accessible material online and is free.

In addition, many other applications can be used as online learning media. Learning will be effective if it is performed well in terms of the five indicators that have been mentioned above. Those indicators become the reference for effective learning. They are learning implementation, communication process, student responses, learning activities, and management of learning outcomes (Yusuf, 2017). If the five indicators are properly implemented, the learning outcome will be effective. Seeing this phenomenon, online learning may meet the criteria or indicators for effective learning. This research describes effective learning indicators for (1) the communication process, (2) the management of learning implementation, (3) student responses, (4) learning activities, and (5) student achievement outcomes.

Some of the factors that can affect the outcome of e-learning are learning goals, different pedagogical, and objectives. The quality of learning can be measured using various factors such as reliability, competence, attitude, content delivery, and globalization (Zhaleva & Tramonti, 2015; Usoro & Majewsky, 2009; Rossing, et al., 2012).



Several factors can influence the success of the e-learning process. Those are teachers, students, staff, the environment, facilities, and the infrastructure available in the educational institution. The other factor supporting the success of e-learning is seen in the type of action or behavior of the student. (Arifin 2009: 298).

Habit is one of the behaviors that can support learning success. Skills also influence the behavior of learning success. The introduction of various perceptions acquired by learners through learning like symbols, numbers, and comprehension. The other behavior that can also support learning success, such as association and memorization contains a set of memories of something that, as a result of reinforcement through associations, with intentional or natural associations or artificial associations.

Understanding and concept are the types of learning outcomes achieved through rational learning activities. Attitudes are students' understanding, feelings, and behavior towards something, and value as a benchmark to distinguish between good and evil as well. 8). Morality and religion. Morality is the implementation of values related to the lives of fellow human beings, and religion is the implementation of transcendental and invisible values. The effectiveness of learning can be assessed through assessment because assessment means that the teacher conducts assessment and can find out how successful the students are in achieving the goals set in the program.

Kahn, & Setiawan (2019), found that e-learning has improved student perceptions, self-learning, quality of education, communication, and critical thinking. And it also found an impact on teachers' ability and students' satisfaction in higher education. E-learning can be used to give the materials according to the learning style such as auditory, visually, and kinesthetically (Surjono, 2013). The study by Balakamakshi & Savitri (2021) found that e-learning motivates the students to learn independently and provides effective time management.

Those studies have given empirical evidence that e-learning gives the benefit of improving the quality of learning. That's why it is used by various universities and institutions in Indonesia and overseas. E-learning is flexible and user-friendly. That is why the e-learning users have flexibility in terms of time, speed, learning time, learning styles, types of evaluation, place, and content. The users also feel more independent in learning (Surjono, 2013).

The hypothesis is developed based on the explanation above and the hypothesis statements are below

H1: Human resources positively and significantly affects the successful study

H2: E-Learning positively and significantly affects the successful study.

H3: Human resources and e-learning simultaneously affect the successful study.

The research model is presented below

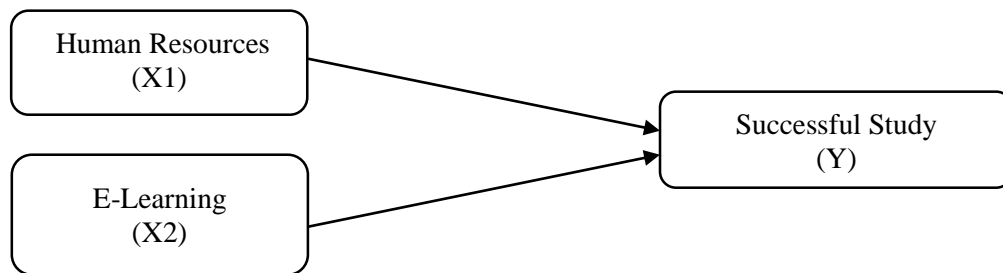


Figure 1. Research Model

RESEARCH METHODS

This study is explanatory research to examine whether the human resources and e-learning systems affect the successful study of the students using a quantitative approach. The samples are the students of Universitas Islam Kalimantan Muhammad Arsyad Al Banjari Banjarmasin who join the Cost Management Classes in the Faculty of Economics. A total of 75 students participate in this study by delivering the questionnaire through Google Form online. The data collected is analyzed using multiple linear regression by using SPSS IBM 22.

RESULTS AND DISCUSSION

The result of the validity test is shown on the following table 1

Table 1 Validity test

Variable	Indicator	r- count	r -table	Description
Human Resources (X1)	X 1.1	0,806	0,2272	Valid
	X 1.2	0,637	0,2272	Valid
	X 1.3	0,791	0,2272	Valid
	X 1.4	0,611	0,2272	Valid
	X 1.5	0,596	0,2272	Valid
	X 1.6	0,795	0,2272	Valid
E-Learning (X2)	X 2.1	0,637	0,2272	Valid
	X2.2	0,713	0,2272	Valid
	X 2.3	0,507	0,2272	Valid
	X 2.4	0,671	0,2272	Valid
	X 2.5	0,772	0,2272	Valid
Successful study (Y)	Y 1.1	0,475	0,2272	Valid
	Y 1.2	0,608	0,2272	Valid
	Y 1.3	0,705	0,2272	Valid
	Y 1.4	0,722	0,2272	Valid
	Y 1.5	0,613	0,2272	Valid
	Y 1.6	0,719	0,2272	Valid

Source: SPSS IBM 22 (2022)



The result of the reliability test is presented in table 2 below

Table 2. Reliability test

No	Variable	Cronbach's Alpha	Alpha	Description
1	Human Resources (X1)	0,795	0,6	Reliable
2	E-Learning (X2)	0,685	0,6	Reliable
3	Successful Study (Y)	0,8	0,6	Reliable

Source: SPSS IBM 22 (2022)

Due to using the regression analysis, this study has fulfilled the classic assumption test. Those are normality, multicollinearity, autocorrelation, and heteroscedasticity tests. The normality test result is in table 3 below

Table 3. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		75
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	1,93451171
Most Extreme Differences	Absolute	,074
	Positive	,074
	Negative	-,034
Test Statistic		,074
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

The multicollinearity test is in table 4 below

Table 4. Multicollinearity test Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	12,000	3,204		3,746	,000		
	HR	,287	,112	,251	2,567	,012	,802	1,246
	E-Learning	,724	,136	,519	5,314	,000	,802	1,246

a. Dependent Variable: Successful Study



Table 5 presents the test of autocorrelation

Table 5. Test of Autocorrelation

Model Summary

Model	R	R Square	Adjusted R Square	Std. The error in the Estimate	Durbin-Watson
1	.670 ^a	.448	.433	1,961	1,974

a. Predictors: (Constant), E-Learning, HR

Table 7 indicates the hypotheses result of multiple linear regression.

Table 7. T-Test

Model		Unstandardized Coefficient		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12	3,204			0,000
	Human Resources	0,278	0,112	0,251	2,567	0,012
	E-Learning	0,724	0,136	0,519	5,314	0,000

a. Dependent Variable: Successful Study

The equation model is Successful study = 12 +0.278human resources+ 0,274 e-learning+ e. The hypotheses in this study are analyzed using regression analysis. The hypothesis is to prove whether human resources and e-learning affect the successful study. Statistically, this research indicates that both human resources and e-learning affect a successful study of the students. The p-value statistically indicates the figure under the confidence level of 0.05. The P-value of human resources is 0.012 and the p-value of e-learning is 0.000.

Table 8. F - Test ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	225,067	2	112,534	29,258	.000 ^b
Residual	276,933	72	3,846		
Total	502,000	74			

a. Dependent Variable: Successful Study

b. Predictors: (Constant), E-Learning, HR

Source: SPSS 22 (2022)



The result of the F-Test shows that simultaneously those variables affect the successful study of students. Table 9 is the result of the determination coefficient.

Table 9. Coefficient of Determination

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.670 ^a	.448	.433	1,961

a. Predictors: (Constant), E-Learning, HR

b. Dependent Variable Successful Study

Source: SPSS 22 (2022)

The result of the coefficient determination in table 9 above indicates that the research model explains the effect of independent variables of human resources and e-learning towards the dependent variable of the successful study is 43.3 percent as indicated in the figure of adjusted R. The rest is 56.7 percent is indicated by other variables outside this model.

This study has given some empirical evidence that human resources and e-learning can explain their effects on the successful study, especially during the pandemic covid-19 while the teaching and learning process is forced to be conducted online. Even though the issue of e-learning is not new. Some lectures even have implemented it either as a whole or as a part (Coopasami et al., 2017; Yilmaz, 2017). The study conducted by Rahamma & Nadjib, (2015) found that e-learning has an impact on the effectiveness of learning, especially in time and place. It also facilitated the interaction among lecturers, students, and fellow students, sharing information among them, and even they can easily access material at any time to make the students increase their understanding of the learning material. This result also confirms the study conducted by Al Fajri, (2018) explains that students are more active in learning activities and make it varied through information technology-based learning.

The effect of human resources on the successful study indicates that the readiness of human resources either the lectures or the academic community is necessary to accommodate the teaching and learning process through e-learning effectively and efficiently. The understanding and mastering of new technology should be improved through pieces of training, and courses to give a better achievement for the successful study of the students.

CONCLUSION AND SUGGESTION

The results of this study show that human resources and e-learning affect the successful study of the students, especially during the pandemic that has brought a lot of changes in all aspects of life especially, education. The teaching and learning process changes from physically meeting directly in the class to virtual class through e-learning by using various kinds of digital platforms such as Google Classroom, What's up, Zoom, Clouds, etc.

These findings give a new paradigm that the teaching and learning conducted online do not hinder the student's achievement even though there is no



direct interaction between the lectures and the students. It is also necessary for all of the academic community to increase their capability in handling new technology.

There are still a lot of limitations of this research due to small samples. The variables that are tested are only two variables. The result of the determination coefficient shows that there are still many other aspects or factors that could be examined in the next future to give empirical evidence of affecting the successful study.

REFERENCES

- Al Fajri, Syaifudin. (2018). Pengukuran Tingkat Kesiapan Penerapan E-Learning di SMKN 1 Banyumas. Undergraduate thesis, Universitas Negeri Yogyakarta.
- Balakamakshi, Savithri, R. (2018). "Effect of E-Learning on Student's Academic Performance at College ". *PJAE*, 18(1).
- Bartley, S. J., & Golek, J. H. (2004). Evaluating the Cost-Effectiveness of Online and Face-to-Face Instruction. *Educational Technology & Society*, 7 (4), 167-175.
- Bilfaqih, Y., Qomarudin, M. N., 2015. *Esensi Penyusunan Materi Daring Untuk Pendidikan Dan Pelatihan*. Yogyakarta: DeePublish
- Busro, Muhammad. 2018. Teori-teori Manajemen Sumber Daya Manusia. Cetakan ke-1. Jakarta: Prenadamedia Group.
- Coopasami, M., Knight, S., & Pete, M. (2017). e-Learning readiness amongst nursing students at the Durban University of Technology. *Health SA Gesondheid*, 22, 300–306. <https://doi.org/10.1016/j.hsag.2017.04.003>
- De Brouwer, E., Raimondi, D., & Moreau, Y. (2020). Modeling the COVID-19 outbreaks and the effectiveness of the containment measures adopted across countries. *MedRxiv*, 3, 1–9. <https://doi.org/10.1101/2020.04.02.20046375>
- Hasibuan, Malayu. (2016). Manajemen Sumber Daya Manusia. Jakarta: Penerbit Bumi Aksara
- Hendri. (2014). Pemanfaatan Sharable Content Object Reference Model Dalam Menciptakan Aplikasi Web E-Learning. *Jurnal Media Sistem Informasi*, 8, 24.
- Hussein, E., Daoud, S., Alrabaiah, H., & Badawi, R. (2020). Exploring undergraduate students' attitudes towards emergency online learning during COVID-19: A case from the UAE. *Children and Youth Services Review*, 119(August), 105699. <https://doi.org/10.1016/j.childyouth.2020.105699>
- Kasannudin, Mukhamad. 2011. *Pengaruh Kualitas Sumber Daya Manusia (SDM) Pengelola Koperasi Terhadap Kinerja Koperasi Pondok Pesantren di Kabupaten Demak*. Skripsi. Semarang: Institute Agama Islam Negeri WalisongoSemarang.<http://library.walisongo.ac.id/digilib/files/disk1/132/>.

- Khan, M. L. H., & Setiawan. (2019). the impact of E-learning on higher education perception, skills, critical thinking, and satisfaction. *Journal of Physics*. <https://doi.org/doi:10.1088/1742-6596/1375/1/012084>
- Khusniyah, N. L., & Hakim, L. (2019). Efektivitas Pembelajaran Berbasis Daring: Sebuah Bukti pada Pembelajaran Bahasa Inggris. *Jurnal Tatsqif*, 17(1), 19-33.
- Koohang, A., & Harman, K. (2005). Open Source : A Metaphor for E-Learning. *Informing Science Journal*, 8, 75–86.
- Kuntarto, E. (2017). Keefektifan Model Pembelajaran Daring Dalam Perkuliahan Bahasa Indonesia Di Perguruan Tinggi. *Indonesian Language Education and Literature*, 03, 102.
- Landrum, B. (2020). Examining students' confidence to learn online, self-regulation skills, and perceptions of satisfaction and usefulness of online classes. *Online Learning*, 24(3), 128- 146. <https://doi.org/10.24059/olj.v24i3.2066>
- Oyedotun, T. D. (2020). The Sudden change of pedagogy in education driven by COVID-19: Perspectives and evaluation from a developing country. *Research in Globalization*, 2(June), 100029. <https://doi.org/10.1016/j.resglo.2020.100029>
- Park, S. Y. (2009). An Analysis of the Technology Acceptance Model in Understanding University Students' Behavioral Intention to Use e-Learning. *Educational Technology & Society*, 12 (3), 150–162
- Rahamma, T., & Nadjib, M. (2015). Intensitas Penggunaan E-Learning Dalam Menunjang Pembelajaran Mahasiswa Program Sarjana (S1) Di Universitas Hasanuddin. *Jurnal Komunikasi KAREBA*, 4(4), 387–398.
- Rossing, J. P., Miller, W. M., Cecil, A. K., & Stamper, S. E. (2012). Learning: The Future of Higher Education? *Student Perce*
- Rusman, Deni Kurniawan, dan Cepi Riyana. (2012). *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi Mengembangkan Profesionalitas Guru*. Jakarta: Penerbit Rajawali Pers.
- Seno, & Zainal, A. E. (2019). Persepsi Mahasiswa Terhadap Pelaksanaan ELearning Dalam Mata Kuliah Manajemen Sistem Informasi. *Jurnal Kajian Teknologi Pendidikan*, 02, 183.
- Septyarinni Epsilandri, Auliya Rosiana (2021), *Sumber daya manusia dan e-learning system (spider) sebagai media knowledge sharing pada keberhasilan studi dengan pendekatan vie (valance, instrumentality and expectancy)*, *Jurnal INOVASI*-17(3), 565-570
- Surata, I. K. (2020). Readiness of Biology Education Lecturers to Conduct E-Learning during the Covid-19 Pandemic. *Indonesian Journal of Educational Research and Review*, 3(3), 99–105. <https://doi.org/http://dx.doi.org/10.23887/ijerr.v3i3.30331> 99

- Surjono, Herman. Dwi (2013). *Membangun Course e-learning Berbasis Moodle*. UNY Press. Edisi kedua
- Usoro, A., & Majewski, G. (2009). *Measuring Quality e-Learning in Higher Education* International Journal of Global Management Studies (2), 1-32
- Yusuf, B. B. (2017). *Konsep dan Indikator Pembelajaran Efektif*. Jurnal Pembelajaran dan Keilmuan, 1(2), 14-20. Retrieved Maret 1, 2021
- Zheleva M., Tramonti M (2015)., “Use of the Virtual World for Educational Purposes”, in *Electronic Journal for Computer Science and Communications*, n. Issue 4(2), Burgas Free University, pp. 106-125, 2015