

THE CHALLENGE OF LEARNING TOURISM ONLINE DURING A PANDEMIC: STUDENTS' VIEWPOINT

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ABSTRACT

The impact of the COVID-19 outbreak has caused every college and school to stop offline learning activities. For one year, online tourism learning has become a learning option, as well as a new challenge for students and lecturers. This study aims to find out the problems and challenges faced by students during online tourism learning during the pandemic. Respondents from this study were 67 students who took tourism courses. The results showed that students experienced a number of difficulties during online learning such as signal difficulties, lack of motivation to study, difficulty concentrating, and difficulties in practicing tour guiding online. The positive sides of online learning include; unlimited distance, prevent the transmission of the covid-19 virus, no need to meet in person. Overall, students prefer offline tourism learning compared to online learning due to the difficulties they face during the implementation of online learning. It is hoped that lecturers can convey interesting methods and techniques in online tourism teaching to boost student motivation and performance to study tourism in this pandemic situation.

Keywords: Covid 19; Tourism; Online Learning; Students' View Point

ABSTRAK

Dampak wabah COVID-19 menyebabkan setiap perguruan tinggi dan sekolah menghentikan kegiatan belajar secara luring. Selama satu tahun, pembelajaran pariwisata online menjadi pilihan pembelajaran, sekaligus tantangan baru bagi mahasiswa dan dosen. Penelitian ini bertujuan untuk mengetahui permasalahan dan tantangan yang dihadapi siswa selama pembelajaran online tourism di masa pandemi. Responden dari penelitian ini adalah 67 mahasiswa yang mengambil mata kuliah pariwisata. Hasil penelitian menunjukkan bahwa siswa mengalami beberapa kesulitan selama pembelajaran daring seperti kesulitan sinyal, kurang motivasi belajar, sulit berkonsentrasi, dan kesulitan dalam praktik pemanduan wisata secara daring. Sisi positif dari pembelajaran online antara lain; jarak tanpa batas, mencegah penularan virus covid-19, tidak perlu bertemu langsung. Secara keseluruhan, siswa lebih memilih pembelajaran pariwisata offline dibandingkan dengan pembelajaran online dikarenakan kesulitan yang mereka hadapi selama pelaksanaan pembelajaran online. Diharapkan dosen dapat menyampaikan metode dan teknik yang menarik dalam pengajaran pariwisata daring untuk meningkatkan motivasi dan kinerja mahasiswa untuk belajar pariwisata dalam situasi pandemi ini.

Kata kunci: Covid 19; Pariwisata; Pembelajaran Online; Sudut Pandang Siswa

INTRODUCTION

The COVID-19 pandemic has had an impact on many parties, this condition has penetrated the world of education, the central government to the regional level provides policies to close all educational institutions. This is done as an effort to prevent the spread of COVID-19 transmission. The policy taken by the government is to dismiss all educational activities offline and replace it with online learning. This policy is regulated in Surat Edaran Nomor 4 Tahun 2020 tentang Pelaksanaan Kebijakan Pendidikan Dalam Masa Darurat Penyebaran Coronavirus Disease (COVID-19) which was signed by the Minister of Education and Culture Nadiem Makarim on March 24, 2020 (Anugrahana, 2020).

According to Arsyad (2011), online learning media aka e-learning is a media to support education and not as a substitute for education. The process of e-learning as a distance learning media creates a new paradigm, that is the role of lecturers who are more "facilitators" and students as "active participants" in the teaching and learning process. According to Hanum (2013), online learning or e-learning is a form of learning model that is facilitated and supported by the use of information and communication technology. Therefore, lecturers are required to create good teaching techniques, present interesting teaching materials, while students are required to actively participate in the learning process.

The online tourism learning and practice in class settings during the COVID-19 pandemic takes place in fully online learning because students and lecturers cannot take in it. Online learning becomes a new challenge for the students and lecturers in this situation. Waryanto (2006) revealed that the advantages of the online learning model are that it can be used to convey learning without being limited by space and time, can use various sources that are already available on the internet, and teaching materials are relatively easy to update. In addition, it can increase the independence of students in the learning process. The study conducted by Mailizar et al (2020) suggested that the students' voices are essential on this issue. Therefore, this research aimed to explore students' perspectives and voices in tourism online learning during pandemic situation.

Buana (2020) explained that multiple steps have been taken by the government to be able to resolve this extraordinary case, one of which is by socializing the social distancing movement. This concept explains that to be able to reduce or even break the chain of Covid-19 infection, one must maintain a safe distance from other humans at least two meters, and not make direct contact with other people, avoid mass gatherings, limiting going out of the house through work from Home (WFH) and maximizing activities that allow being carried out remotely through the online system (on-line). However, changing the learning method from the conventional method to the online method is certainly not an easy and simple job (Atsani, 2020). Almost all parties (students, lecturers, parents, and society) find their own problems, both in terms of skills, knowledge, habits, infrastructure, technology, time, costs and so on.

A study conducted by Nambiar (2020) showed that students perceived the online classes to lack quality. Things like disturbance within the flow of classes, problems in clarifying doubts, lack of interest, technical issues, and lack of motivation to attend the classes were some prominent factors reducing the effectiveness of online classes.. The present study showed that students' viewpoint are valuable to educational institutions getting to adapt better online mode of teaching within the future.

RESEARCH METHODS

This research is a qualitative descriptive research using a survey method conducted online through google form. Primary data collection was carried out by distributing online questionnaires to 67 people college students of faculty humanity, Universitas Jenderal Soedirman who had taken tourism subject. The gender of the 67 respondents is an average of 77.61% female and 22.39% male with an age range of 19-20 years. For this study, the author formed a questionnaire which consists of 20 questions regarding students' viewpoint of tourism online classes. The questions assessed the general viewpoint and experience of students about tourism online classes. Response choices consisted of pre-defined options of agree and disagree. The data obtained through an online survey were analyzed by frequency of common students' responses and were stated in percentages. Demographic data were obtained using the Likert scale and is reported in percentage of students' responses.

RESULTS AND DISCUSSION

The questionnaire was adapted based on research conducted by Yuzulia (2021). In this questionnaire, the students were asked to give their responds regarding the implementation of online learning and online practice, the tools used, internet connection, quality of discussion, lecturer's assignment, and some questions about student's feeling during tourism online class.

Table 1. Students Attitude Regarding Tourism Online Class

Question	Agree (%)	Disagree (%)
Student can study (tourism) effectively during online classes	65,67	34,33
Student don't get help from digital technology facilities (PC, Laptop, cellphone, etc.) to study at home	34,33	65,67
Teachers/Lecturers often give group projects/assignments (tourism themes) during online classes	70,15	29,85
Easier to complete group work/tasks (tourism theme) ONLINE	40,3	59,3
Student have internet access and can use any device/gadget for online learning/lecture at home	79,1	20,9
Online classes are more effective than offline classes	11,94	88,06
Online classes are more convenient than offline classes	22,39	77,61
Online classes save more time	74,63	25,37
Lack of computer skills (*skills) makes me uncomfortable during online classes	46,27	53,73

Quality of discussion (tourism theme) during online classes is poor	26,87	73,13
Transfer of tourism knowledge is easier in online classes	26,87	73,13
There is a lack of interaction (between teachers and students) during online classes	70,15	29,85
Student feel more comfortable to engage in discussions (tourism themes) online	38,81	61,19
It is difficult for me to understand the material (tourism) in online learning	49,25	50,75
Student don't feel more worried during online classes	49,25	50,75
Student easily distracted and have difficulty concentrating during online classes	29,85	70,15
Student feel lazy and uninterested in online (tourism) classes	32,84	67,16
Knowledge transfer (tourism) is more common during online learning	47,76	52,24
Student have problems when practicing (tourism; tour guiding; tourism service; tourism promotion; making tour packages) in online classes	68,66	31,34

Based on the results, the highest “disagree” score with a score of 88.06% is that online classes are more effective than offline classes. The score with the highest "agree" with a score of 79.1 is the student has internet access and can use any device/gadget for online learning/lecture at home. It can be seen that 65,67% of the students felt that tourism online learning in this pandemic situation is effective enough. Based on open-ended questionnaire, most of the students stated that the main problem is the unstable connection and the ability to understand the materials given by the lecturer. It should be noted that not all Indonesian students enjoy internet facilities. It is proved by 20.9 % students who do not enjoy a good internet facilities.

Most of the students stated that they do not understand most of the materials since the lecturer explains so fast. It is due to the time limit given by the government where one subject should be taught in one hour only. Besides that, the students stated that some of the lecturer only gave them the tasks without giving any explanation. They found it hard to understand the materials in some subjects such as tourism case study, tourism theory, tour-guiding practice which need further explanation from the lecturer.

Most of the students (61,19 %) stated that they disagree with the statement, student feel more comfortable to get involved in tourism online discussion. Student often get distracted during online discussion and often got misunderstood by the lecturer’s explanation. Some student don’t feel comfortable in online discussion because of the quality of discussion during online learning so much depends on the quality of internet connection. However, 73,13 % of the students stated the quality of discussion during online class is good enough because lecturer show many example about newest tourism issue.

61,19% student disagree if they feel comfy during in online discussions since most of them turn off the camera so their friends couldn’t see each other face. Lecturer allows

other student to turn off the camera, for saving their internet quota. 59.3 % of the students said that the quality of online discussion is not as good as offline discussion. Most student remain silent when it is the time for online discussion. Student don't like to be the center of attention during their turn as presenter, while the others turn off the camera and keep silent during online discussion. Deep down, student prefer the discussion when they can see each other in person.

Regarding the statement "I don't feel more worried during online class", 50,75% of the students disagreed with this statement. They are afraid if they do not understand the materials and do not have the chance to ask for further explanation from the lecturer. Some student need intensive guidance from the lecturers, they afraid if cannot pass the final exam. Most of the students solved their problem by asking their friends, googling, and asking the lecturer personally via personal chat or social media.

Based on the results, it is found that the majority of the students do not feel comfortable with online learning (77,61 % disagree) and prefer to learn in conventional method. It can be seen that the students are more stressed, lack motivation, and easy get bored or distracted during online learning. The lecturer often gives them tasks that only require one day to collect, making them even more anxious. Based on the questionnaire results, the students complained about the techniques used by the lecturer. Some of the lecturers always ask them to join Google Meet meeting everyday which makes them bored and not interested. They also found the lecturers who did not give any explanation of the materials, only by giving the tasks. They reported that online classes was difficult to understand, lack of conceptual clarity and too many subjects scheduled in one day.

The majority of problems faced by the students were poor network connectivity, broadband issues and getting disconnected in between the classes. Although online class is the best choice, most of the students cannot afford to access the internet. The students came from various regions and some of them come from rural areas where the use of internet facilities is still difficult. Internet access in some of the respondents requires a large quota that is why during the teaching and learning process, they prefer to turn off the camera to save their quota.

The students also stated that they have health issues such as eye strain and headache since they have to join Google Meet meeting almost every day. Regarding the positive aspect of online learning, they stated that online learning is more structured than face to face learning and they felt more confident to join online discussion. Some of the students were more comfortable to speak in online class than in face to face interaction. They also could watch the recorded video sent by the lecturer. Finally, the other positive thing about online class is the flexibility of time and place where they can join the class anywhere.

To sum up, most of the students stated that they prefer to learn in conventional learning than in online learning due to some problems they faced during the implementation of online class during pandemic situation. Lecturer are required to be innovative in using online learning models Tjandra, D. S. (2020).

CONCLUSIONS AND SUGGESTIONS

Based on the score table and discussion above, it can be concluded that tourism online learning still having various problems. Not only cultural conditions of the students that have not been able to follow online learning system, but also the technical problems such as the availability of learning facilities. It is necessary to expand the internet network in areas where the network is not yet available, especially in rural areas by the

internet provider or the government, and improve the quality of networks for existing networks. The study also reported that the students lost their motivation during the learning process. Apart from being limited internet access, the students also feel that conventional learning is easier than online learning. Students consider the lessons given by the lecturer through online learning is less optimal. The lecturers mostly send the materials without giving any further explanation which makes the students more anxious because they cannot understand the lesson fully.

Tourism Online learning is proving helpful to prevent students get out from their home and guarding student's health, but it is not as effective as conventional learning in the practice. Comfort situation and good interaction between Lecturers and students during tourism online class determine the success rate of online class. Lecturer's creativity designing attractive tourism material and fun-interactive proved make students more interested in tourism online learning class. In addition, the lecturers should be able to create a learning atmosphere that is not boring and effective in terms of the knowledge transfer method used.

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