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The Relationship between Learning Activities and Understanding Levels Employing Digital Learning and Self-Learning Methods

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ABSTRAK

Perubahan mekanisme pembelajaran dari tatap muka menjadi pembelajara jarak jauh saat pandemi COVID-19 tidak hanya terjadi pada sekolah formal tetapi juga pada pelatihan/diklat perusahaan, misalnya di kantor ketenagalistrikan. Salah satu tantangan dalam pelaksanaan pembelajaran secara jarak jauh adalah capaian pemahaman peserta. Pemahaman peserta dalam pendidikan dan pelatihan secara digital dapat dipengaruhi oleh beberapa faktor seperti faktor aktifitas belajar peserta saat dilakukan pembelajaran secara dalam jaringan. Tujuan penelitian ini adalah menganalisis hubungan antara variabel aktivitas belajar peserta dengan tingkat pemahaman peserta diklat menggunakan metode digital learning dan self-learning di kantor ketenagalistrikan. Penelitian ini adalah penelitian analitik observasional dengan metode cross sectional dengan sampel pegawai kantor ketenagalistrikan yang berjumlah 57 orang. Pengumpulan data penelitian menggunakan angket yang disebar melalui platform Google Form. Uji statistik menggunakan uji chi-square dngan nilai signifikansi p kurang 0,05. Hasil penelitian ini menunjukkan ada hubungan antara aktivitas belajar peserta (nilai p sama dengan 0,000) dengan pemahaman peserta diklat menggunakan metode pembelajaran digital learning dan self-learning di kantor ketenagalistrikan. Oleh karenanya, upaya peningkatan aktivitas belajar peserta dalam pembelajaran dengan metode digital learning dan self-learning perlu dilakukan untuk dapat meningkatkan pemahaman peserta dan berujung pada berhasilnya kegiatan belajar mengajar.

ABSTRACT

The change in the learning mechanism from face-to-face to distance learning during the COVID-19 pandemic occurred not only in formal schools but also in corporate training, for example, in the electricity office. One of the challenges in implementing distance learning is achieving participant understanding. The understanding of participants in digital education and training can be influenced by several factors, such as their learning activities when learning is carried out online. The purpose of this study was to analyze the relationship between the learning activity variables of the participants and the level of understanding of the training participants using digital learning and self-learning methods in the electricity office. This research is an observational analytic study using the cross-sectional method with a sample of 57 electricity office employees. Collecting research data using a questionnaire distributed through the Google Form platform. The chi-square test was used in the statistical analysis, with a significance level of p 0.05. The results of this study indicate that there is a relationship between the participants' learning activities (p=0.000) and the training participants' understanding of digital learning and self-learning methods in the electricity office. Therefore, efforts to increase participants' learning activities through digital learning and self-learning methods need to be carried out in order to increase participants' understanding and lead to successful teaching and learning activities.

1. INTRODUCTION

The COVID-19 pandemic has caused several problems, especially in the education sector, one of the problems faced is the cessation of the face-to-face learning process (Setiawan, 2020). With the COVID-19 regulations, the education sector in Indonesia changed the implementation of education and training

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from face-to-face to virtual in order to reduce the spread of the COVID-19 virus (Menteri Pendidikan Kebudayaan Riset dan Teknologi, 2022). Currently, the education sector is starting to open up to the application of gadgets that assist the face-to-face learning process in becoming online.

The online learning process can be described as an effective effort to reduce the rate of the COVID-19 virus spread in Indonesia (Abdulatif, 2021). With the same urgency, the employment sector is also opening up its employee education and training system, which was initially carried out face-to-face but is currently online (Mustopa, Barjah, Ahsania, & Rais, 2021). Large corporations are currently putting forth various efforts to create new education and training systems that can assist in developing the capabilities of new employees before they join the company. Research developed an online Web-based employee E-Learning training application system with features that suit the needs, support the advancement of employee competence and overcome employee training problems faced at PT. Main Food Kobe (Yulianti, 2021). The goal of this education and training is to develop employees who have the ability and skills to comprehend the scope of a company's work (Paesal, 2019; Sabki & Mega, 2022; Saputra & Ardansyah, 2022; Suparman, Widodo, & Aswat, 2022). During the COVID-19 pandemic, changes to the learning system created space for research in the education sector. Several studies that have been conducted have obtained research results which prove that e-learning/online learning media increases student independence by emphasizing student-centered, allowing students to be more courageous in expressing their opinions and ideas (Handarini & Wulandari, 2020). In addition to this study, other studies have found that the presence of education and training has an impact on the performance of agency/company employees (Selong, 2019).

The electricity office is one of the organizations that provides online learning and employee training. This office develops learning and training based on digital learning and self-learning. Digital learning or e-Learning is an effective learning process that is produced by combining digital delivery of material consisting of support and services in learning (Moore, Dickson-Deane, & Galyen, 2011; Saleem, Noori, & Ozdamli, 2022). Ideally, an employee training supposed to achieve values of AKHLAK, moreover this training should give an employee to acquire comprehension. However, this employee training carried out indirectly using digital/self-learning which previously carried out direct learning. This condition, provides an overview for conducting research about the impact of digital learning on employee understanding. Self-learning also known as self-regulated learning, is a condition in which individuals develop an understanding of which responses are appropriate and which are not, as well as control and monitor individual behaviour (Kamsyach, Arifin, Ormrod, Farmadiani, & Subini, 2009).

In the future, online education and training activities will impact the extent human resources understand and are ready to understand material using digital learning and self-learning methods. One of the factors in the difficulties of learning participants during online learning (in the network) is difficulty understanding learning material (Fathonah & Bukhori, 2021). Therefore, it is necessary to know the factors that can overcome and increase participants' level of understanding in digital-based learning (e-learning). Factors that is affecting the level of employee understanding have been carried out. Previously, there's research that been conducted to study a factor that influence student motivation, trouble, performance, and participation in learning. Research for training and motivation has proven about 57,1% to effect on employee performance. The other research resulting a factor value of 3,18% for training and the others factor value of 96,82%. Digital education and training can be influenced by factors that support learning, one of which is the learning activity factor of learning participants when learning is carried out online. Therefore, this study aimed to determine the relationship between the variable learning activities of the participants and the level of understanding of the training participants using digital learning and self-learning methods in the electricity office. The study is expected to provide results that the variables used have an influence on training activities based on digital and self-learning method. In addition, this research aims to measure participants levels of understanding refers to training accessibility, training learning methods, participants activities and training participants' discipline.

2. METHOD

This quantitative research is based on observational analysis, which carried out without intervention/treatment of research subjects. The approach used in this research is cross-sectional. This research was conducted from July to December 2022 at the electricity office located in Semarang City. The data collection is using online form and distributed to employees who have or currently in training. The independent variables examined in this study were the learning activities of the participants while attending the training. While the dependent variable is the level of understanding of the training participants. The operational definition of research variables is presented in Table 1.

Table 1. Operational definition of research variables

Characteristic	Causing Factor	Indicator
The Relationship between Learning Activities and the Level of Understanding of Training Participants'	Training Participants Studies Activity	• Trainings Activities enthusiasm • Teach and Participants interaction • Teamwork • Training Participants ability to conclude materials

The population used in this study refers to all participants in the electricity office training in Semarang City, totalling 115 people. Meanwhile, the research sample consisted of 57 recruited using a purposive sampling technique. Research data was collected using a questionnaire that was distributed via the Google form. Data analysis carried out in this study was univariate analysis and bivariate analysis. Univariate analysis is an analysis used to describe the characteristics of the independent variable and the dependent variable. Meanwhile, bivariate analysis is an analysis of variables to examine the relationship between participants' learning activities and their level of understanding, which in this study used the chi-square test. With the chi-square statistical test, if the p-value <0.05, there is a statistical relationship between the independent and dependent variables. Quantitative research also requires reliability testing to show the measurement process repeatedly with no change, stable, and no change. Reliability tests determine whether the measurement process does not experience failure or is consistent. The criteria for a research instrument are said to be reliable using this test if the reliability coefficient (r11) is greater than 0.6. This study resulted in a Cronbach's alpha (r11) value of 0.872 > 0.6, which means that this research data is reliable.

3. RESULT AND DISCUSSION

Result

This quantitative research is based on observational analysis, which carried out without intervention/treatment of research subjects. The approach used in this research is cross-sectional. This research was conducted from July to December 2022 at the electricity office located in Semarang City. The data collection is using online form and distributed to employees who have or currently in training. Frequency Distribution of Respondents According to Education Level, Areas of Expertise, and Length of Working Period in the Table 2.

Table 2. Frequency Distribution of Respondents According to Education Level, Areas of Expertise, and Length of Working Period

Characteristics of Respondents	Frequency (n)	Percentage (%)
Level of education		
Senior High School	8	14,04
Diploma	13	22,80
Undergraduate	29	50,88
Postgraduate	7	12,28
Areas of expertise		
Technique	19	33,33
Non-Technical	38	66,67
Length of Working Period		
<5 years	0	0.00
5-10 years	10	17.54
11-15 years	22	38,60
>15 years	25	43.86
Total	57	100.00

Table 2 shows that more than half of the respondents have an undergraduate level of education (50.88%) and work in non-technical expertise (66.67%). Then, most respondents worked for more than 15 years (43.86%).

Table 3. Frequency Distribution of Participant Learning Activity Variables

Participant Learning Activities	Frequency (n)	Percentage (%)
Well	44	77,20
Not enough	13	22.80
Amount	57	100.00

Based on Table 3, most of the participants have a good learning activity system (77.20%).

Table 4. Variable Frequency Distribution of Participant Understanding Levels

Level of Understanding of Participants	Frequency (n)	Percentage (%)
Well	39	68,40
Not enough	18	31.60
Amount	57	100.00

Based on Table 4, it is known that most of the respondents have a good level of understanding (68.40%). Analysis of the relationship between the independent variables, namely the learning activities of the participants, and the dependent variable, namely the level of understanding of the participants, was carried out using the Chi-Square Test, shown in the Table 5.

Table 5. Analysis of the Relationship between Participant Learning Activities and the Level of Understanding of Training Participants Using Digital Learning and Self-Learning Methods at the Electricity Office

Participant Learning Activities	Level of Understanding of Participants				Amount	
	Well		Not enough			
	n	%	n	%	n	%
Well	33	75.00	11	25.00	44	100.00
Not enough	6	46,20	7	53,80	13	100.00
p value = 0.049						

According to Table 5, participants with good participant learning activities (75.00%) have a higher proportion of understanding levels than participants with poor participant learning activities (46.20%). Meanwhile, respondents with fewer participant learning activities (53.80%) had a proportion value of the participant's level of understanding that was less than that of respondents with good participant learning activities (25.00%). Based on the results of the bivariate test between the learning activity variables of the participants and the level of understanding of the participants, a p-value of 0.049 was obtained, which could mean that statistically, there is a relationship between the learning activities of the participants and the understanding of the training participants using digital learning and self-learning methods in the electricity office.

Discussion

The results of this study indicate a statistical relationship between the learning activities of the participants and the understanding of the training participants using digital learning and self-learning methods. The learning activities referred to in this study include the enthusiasm of students in participating in learning activities, the interaction of participants with instructors/teachers, the participation of participants in group work, and the participation of participants in finding and concluding material. This finding illustrates that participant activity has a role in participant understanding during learning with digital learning and self-learning methods. The activeness of the participants during self-learning can be seen through how the participants participate in digital learning and self-learning. Several things that can be related to participant participation in active learning are seen through writing, listening, active asking and how participants respond to a discussion. This study shows that there are factors that can affect or influence a person level of understanding based on its learning activities, interaction, participation and concluding learning materials. Lack of individual awareness to accept new knowledge and a lack of time to learn the latest knowledge due to a sizable workload is a factor inhibiting understanding in organizations from an individual perspective (Bhamani et al., 2020; Bloice & Burnett, 2011). Previous research found several other individual factors that became obstacles to understanding learning, including not being open to new ideas, not being able to utilize technology, not liking to think out

of the box, not working with people and collaborating there is a fear of having their knowledge taken by other people (Al-Kurdi et al., 2018). Person's motivation and commitment to continue seeking information from various media as a driving force for one's understanding of science (Huang, 2015). Learning motivation is one of the predictors of a participant's understanding. Learning motivation has a favorable and substantial effect on student achievement (Andriani & Rasto, 2019; Budiariawan, 2019; Prananda & Hadiyanto, 2021).

In 2014, research conducted in junior high schools revealed a significant correlation between the extent to which students actively expressed their opinions during the learning process and their learning outcomes (Warkintin, 2014). The interaction of student creativity and activity is known to have a positive effect on student comprehension when using the e-learning learning method, according to a 2020 study (Indriyani, Rizqi, & Mahmudah, 2020). Motivation, activity, and comprehension level influence student learning outcomes ($p = 0.001$) (Putri, Surindra, & Arifin, 2021). Interpersonal communication between teachers and students has a significant impact on the level of student engagement in the learning process; therefore, educators must be interactive in order for students to be engaged in the learning process (Sareong & Supartini, 2020). The activeness of participants in learning can be influenced by several factors, both intrinsic and extrinsic (Gustiani S, 2020). In research conducted during the COVID-19 pandemic using the online method, it was found that factors that could trigger a decrease in student activity in the learning process were the condition of students during learning, student anxiety during the learning process, student learning motivation, the student environment, and the availability of facilities and training. learning tools (Izzah, Khofshoh, Sholihah, Nurningtias, & Wakhidah, 2022; Naziah, Maula, & Sutisnawati, 2020). Non-profit organizations in Mexico shows the role of personal motivation and individual commitment to the organization in shaping knowledge acquisition behaviour in organizations (Cantu & Mondragon, 2016). The learning process found that learning success occurs if there is strong motivation from each student to study online, there are expectations and learning goals that students want to achieve, and a desire to add new knowledge continuously (Carter, Rice, Yang, & Jackson, 2020). These findings help to state that there is an interference of internal and external factors that can influence students have a motivation, goals and desire to learn.

This is reinforced by the results of research, which uses several factors that influence the learning participation of learning participants (E. G. Ginanjar, Darmawan, & Sriyono, 2019). Factors such as attitudes to be open in the discussion, expressing opinions, courage, and optimism are things or factors that can indirectly stimulate learning participants to increase the level of understanding of a science or knowledge that has been given. Helps provide a more detailed description of this research which discusses the factors that influence the level of understanding of learning participants (A. Ginanjar, Suherman, Juliantine, & Hidayat, 2019). According to these research objectives, as stated in the hypothesis, the results indicate that accessibility, learning methods, and participant discipline are unrelated to understanding levels. Therefore, the study activities of the participants correspond to their level of understanding. As expected, the variables should relate to the participants' understanding. However, research indicates that participant study activities impact the level of understanding. There is an idea to assist further research, such as using more implicit values for detailer research and adding a few other variables that affect the level of understanding in training events.

4. CONCLUSION

This study's results indicate a relationship between learning activities and the understanding of training participants in the electricity office. Therefore, education providers need to increase participant learning activities such as increasing enthusiasm and active participation of participants in the learning process, training, and training based on digital learning and self-learning. Future research is expected to examine other factors that support digital learning and self-learning-based teaching and learning activities. Moreover, this study uses a basic value in determining and collecting data with the questionnaire. There is a recommendation to assist further research, such as using more implicit values for detailer research and adding a few other variables that affect the level of understanding in training events.

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