BUSINESS STUDENTS RESPONSE ON ONLINE CLASSES DURING COVID – 19 PANDEMIC

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Abstract

Educational institutions all over the world have to stop the usual face-to-face interaction in the classrooms between students and lecturers. The purposes of this study are to explore the different responses and to assess business students' response about online classes during COVID-19 pandemic. This research is a qualitative research done in 2021. Questionnaires were distributed to 212 business students. A content analysis was employed in analyzing the data. Data gathered were analyzed and made into conclusion. The findings showed that business students like online classes, it is beneficial, manage well their time, and resulted to high grades. In addition, business student cannot concentrate because of some distractions, and not so much knowledge was gained since business student became reluctant and bored with online classes. Despite of the boredom, business students were able to find ways to minimize it if not totally eradicated.

Keywords: *educational, business, COVID-19, boredom*

INTRODUCTION

The usual face to face interactions between college lecturer and students has stopped due to Covid 19. The outbreak of Covid 19 in the early week of March 2020 in Indonesia has impacted all various sectors including education. Covid 19 has caused crises in all

level of education. Due to the closure of educational institutions as a result of the COVID-19 epidemic, online education is rapidly growing (Mukhtar, et al., 2020). A huge change happened when Covid 19 started to strike the world. Indonesia's president had announced the outbreak of Covid 19 in March 2, 2020 which caused everyone to panic and devastated. The COVID-19 pandemic's exceptional effect and rapid spread has had a profound impact on many aspects of human life. Since the outbreak of the virus, people's travel habits, work habits, social interactions, and even education have all changed dramatically (Choi et al., 2021). Everything is being disrupted by this pandemic. Amid this crisis, classes are not to be ceased but rather to continue the learning-teaching process. An abrupt change took place from offline class to online class. Online classes are supported by advanced technology via application like zoom. Technology is on the rescue to help facilitate the continuous process of learning-teaching activities. Zoom, google meet and other applications were used which zoom is widely used. At first, many students and lecturers are hesitant to use the technology. Mahat (2021) elaborated in his study that it is the first of the students have online classes. Hesitant to use the technology for some reason of not being familiar with the applications but it was a badly need tool so everyone were obliged to study the features and it went well for both students and lecturers. Kusnayat et.al., (2020) revealed that Universities in Indonesia are not prepared to adopt online learning technology. Educational system is being disrupted by this coronavirus outbreak, online education was unquestionably one of the most effective methods of teaching and learning for resolving the academic problem. (Al-Amin et al., 2021). Online technology became the main instrument used by higher institutions. Academicians are quick to response to the need of continuing the process of learning using technology. Academicians apparently shift from the traditional way (face to face) of learning to technology-based learning and teaching. According to UNESCO, the way people travel, work, communicate with one another, and even educate themselves has changed dramatically since the virus's introduction.

An online learning environment's defining attribute is usually online discussion or interaction (Lee, 2020). Although most of them felt confident, they encountered

technical difficulties during online classes, respondents discovered that online classes were one of the easiest ways to share knowledge and gather information (Mahat, 2021). In the midst of this epidemic, online classes are the only method way to keep learning (Mishra et al., 2020). Online learning as "learning that is partly or entirely done on the Internet" (Reju & Loyiso, 2018). Online lessons can be taken at any time and from any location. Students can choose from a variety of settings, ranging from on-the-go in the midst of their daily life to dedicated time and space for studying and learning (Landrum et al., 2021). Online learning is a borderless classroom which students and teachers can meet anytime in any place.

The Outbreak of Covid 19 in Indonesia

A huge change happened when Covid 19 started to strike the world. Indonesia's president had announced the outbreak of Covid 19 in March 2, 2020 which caused everyone to panic and devastated. The COVID-19 pandemic's exceptional effect and rapid spread has had a profound impact on many aspects of human life. Since the outbreak of the virus, people's travel habits, work habits, social interactions, and even education have all changed dramatically (Choi et al., 2021). Academicians are quick to response to the need of continuing the process of learning using technology. Academicians apparently shift from the traditional way (face to face) of learning to technology-based learning and teaching.

Online class and its challenges

Online class is defined as a mode of class conducted using electronic devices through the internet. The government and institutional authorities should take academic decisions focusing on the barriers. This Covid-19 pandemic has a great impact on every basic factor around the world, even on education and mostly on students and their adaptation of online classes which is one of the great challenges to meet (Islam et al., 2021). Online learning' is not only resource-rich and extensively used, but it also removes the time and space constraints that previously limited classroom learning (Yuelin et al., 2021).

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There are advantages and disadvantages encountered during the online classes. Educational institutions have been forced to employ virtual education techniques. As a result, instructors' teaching approaches have changed, which might be beneficial to students' educational process (Haftador et al., 2021). There are benefits of online class during this pandemic. It is more on saving time although costly. Students are protected from the risk of contracting COVID 19 and contributed to the regulation of college teaching and learning (Mahat, 2021). Students feel secure because they were fostered by their families and that they were together with them. Online learning was also cost-effective for some students because all they needed was a computer and Internet connectivity. Students with certain chronic ailments also benefited because they did not have to leave their homes to attend traditional face-to-face classes. Finally, online lessons allowed students to learn on their own time, making them feel more relaxed and secure (Evişen et al., 2020). Students are more likely to continue participating in online learning because they see benefits and convenience in the process, which can be done from anywhere and at any time. Students also have a proclivity for mastering the platforms that are employed in online learning. Another finding was that students believed online learning made it more difficult to understand the topic. As a result, online learning must be carefully designed, executed, and assessed in order to avoid difficulties and maximize learning objectives (Surani & Hamidah, 2020).

On the other hand, there are issues involved about online class. Through online learning, the findings demonstrated a lack of preparedness, involvement, and a limited breadth of classroom activities. The key restrictions of online learning in impoverished countries are infeasible consistency of the internet and electricity, paying attention, and understanding teachings through the online platform. During the coronavirus outbreak, online education was unquestionably one of the most effective methods of teaching and learning for resolving the academic problem. (Al-Amin et al., 2021). There are some college professors that are monotone which makes the classroom environment boring. Professors are lack of sufficient training in order to make online classes entertaining, and extra attention should be given to students with low academic grades (Hossain et al.,

2021). Lack of interactions between the teacher and the students (Thomas et al., 2020). Statements previously mentioned contain different perceptions about online class. Nevertheless, online class is the best alternative to continue the learning activities of every educational institution although to some extent it has disadvantages to resolve.

METHODOLOGY

Qualitative approach is applied in this research which questionnaires were distributed to all attendees in webinar. Questionnaires were distributed through Google forms which were emailed to all the respondents. It has 228 participants but it was reduced to 212 since the 16 participants were not business students. Content analysis was used in analyzing the data and each response were described accordingly. For the sample, these are the business students were from different higher institutions, Universitas Advent Indonesia, Universitas Klabat, Perguruan Tinggi Advent Surya Nusantara, Universitas Kristen Satya Wacana, Universitas Merdeka Malang, Universitas Prima Indonesia, Universitas Sumatera Utara, Universitas Tarumanagara, and Universitas Bina Nusantara.

ANALYSIS AND DISCUSSION

Online class may either be effective or ineffective to some students. There many challenges and issues being encountered while having online classes. The way people have altered how they travel, work, interact with one another, and even educate themselves has drastically changed since the arrival of the virus (Choi et al., 2021). The same is through with business students, imparting knowledge have changed from offline class to online class.

Table 1 – Response on "Do you like online class?"

Scale	Respondents	%
Strongly Agree	41	19,34
Agree	67	31,60
Neutral	50	23,58
Disagree	36	16,98
Strongly Disagree	18	8,49
Total	**212**	**100,00**

Based on the study made, business students have the following response about the question: Do you like online classes? As shown in Table 1, there were 19.34% who strongly agreed, 31.60% agreed to it, 23.58% were neutral, 16.98% disagreed, and 8.49% strongly disagreed. Most of the students agreed to it because they do not need to go to class for a face-to-face interactions. These students prefer to stay at home for their own safety, protected from risk of COVID 19 (Mahat, 2021). Nevertheless, there were students who disagreed about online classes that they prefer to be in the classroom for some reasons such as, discussion are better understood if in the classroom because lecturers can more explain the topics in a detailed way.

Table 2 – Response on "Does online classes give you benefit/s?"

Scale	Respondents	%
Strongly Agree	54	25,47
Agree	91	42,92
Neutral	45	21,23
Disagree	17	8,02
Strongly Disagree	5	2,36
Total	**212**	**100,00**

Based on the study made, business students have the following response about the question: Does online classes give you benefit? As shown in Table 2, there were 25.47% who strongly agreed, 42.92% agreed to it, 21.23% were neutral, 8.02% disagreed, and 2.36% strongly disagreed. Majority agreed that online classes are beneficial. Online classes have advantages or benefits. To name some benefits, it is not costly, less risk to be affected, and more time to be with the family.

Table 3 – Response on "Is it easy to concentrate with online classes?"

Scale	Respondents	%
Strongly Agree	18	8,49
Agree	31	14,62
Neutral	53	25,00
Disagree	78	36,79
Strongly Disagree	32	15,09
Total	212	100,00

Based on the study made, business students have the following response about the question: Does online classes give you benefit? As shown in Table 3, there were 8.49% who strongly agreed, 14.62% agreed to it, 25% were neutral, 36.79% disagreed, and 15.09% strongly disagreed. Majority of the students disagreed about easy to concentrate. Study proved that online students experienced reduced concentration (Kofoed et al., 2021). There are many distractions during online class, for example, difficulty in internet connections, too much noise around the house, and the like.

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Table 4 – Response on "Do you gain a lot of knowledge?"

Scale	Respondents	%
Strongly Agree	24	11,32
Agree	44	20,75
Neutral	75	35,38
Disagree	49	23,11
Strongly Disagree	20	9,43
Total	**212**	**100,00**

Based on the study made, business students have the following response about the question: Do you gain a lot of knowledge? As shown in Table 4, there were 11.32% who strongly agree, 20.75% agree to it, 35.38% were neutral, 23.11% disagree, and 9.43% strongly disagree. Majority of the students are neutral about gaining a lot of knowledge. There are students who gain knowledge and at the same time not. Students easily comply with the assignments given but there is a little suspicion if they had understood the topic being discussed or not.

Table 5 – Response on "Are you more diligent to study?"

Scale	Respondents	%
Strongly Agree	21	9,91
Agree	44	20,75
Neutral	70	33,02
Disagree	51	24,06
Strongly Disagree	26	12,26
Total	**212**	**100,00**

Based on the study made, business students have the following response about the question: Are you more diligent to study? As shown in Table 5, there were 9.91% who strongly agree, 20.75% agree to it, 33.02% were neutral, 24.06% disagree, and 12.26%

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strongly disagree. Majority of the students are neutral about being diligent to study. Most of the students are just complying the assignments or projects required by the lecturers.

Table 6 – Response on "Is it easy to manage your time?"

Scale	Respondents	%
Strongly Agree	51	24,06
Agree	63	29,72
Neutral	53	25,00
Disagree	30	14,15
Strongly Disagree	15	7,08
Total	212	100,00

 Based on the study made, business students have the following response about the question: Is it easy to manage your time? As shown in Table 6, there were 24.06% who strongly agree, 29.72% agree to it, 25.00% were neutral, 14.15% disagree, and 7.08% strongly disagree. Majority of the students agree that they can manage time well because there is no need for preparation going to class, all they need to do is open the application and start the class. While having class, they can do other things they needed or wanted to do.

Table 7 – Response on "Are there a lot distractions during online class?"

Scale	Respondents	%
Strongly Agree	129	60,85
Agree	40	18,87
Neutral	22	10,38
Disagree	14	6,60
Strongly Disagree	7	3,30
Total	212	100,00

Based on the study made, business students have the following response about the question: Are there a lot of distractions during online class? As shown in Table 7, there were 60.85% who strongly agree, 18.87% agree to it, 10.38% were neutral, 6.60%

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disagree, and 3.30% strongly disagree. Majority of the students strongly agree about the presence of distractions. Distractions comes in different ways, it is from internal or external sources. The findings showed poor connection; poor motivation; unreliable technology; limited timeframe of class; inappropriate support; and minimal course design were the limitations of online class and had limited benefits (Islam et al., 2021). Also, some distractions are beyond control, like internet connections and the like.

Table 8– Response on "Did you get high grade?"

Scale	Respondents	%
Strongly Agree	35	16,51
Agree	83	39,15
Neutral	61	28,77
Disagree	24	11,32
Strongly Disagree	9	4,25
Total	**212**	**100,00**

Based on the study made, business students have the following response about the question: Did you get high grade? As shown in Table 8, there were 16.51% who strongly agree, 39.15% agree to it, 28.77% were neutral, 11.32% disagree, and 4.25% strongly disagree. Majority of the students agree about having high grades. Students prefer online class during examinations or unit test. They sort into opening supplementary materials.

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Table 9 – Response on "Did you get bored with online classes?"

Scale	Respondents	%
Strongly Agree	86	40,57
Agree	69	32,55
Neutral	34	16,04
Disagree	14	6,60
Strongly Disagree	9	4,25
Total	212	100,00

Based on the study made, business students have the following response about the question: Did you get bore with online class? As shown in Table 9, there were 40.57% who strongly agree, 32.55% agree to it, 16.04% were neutral, 6.6% disagree, and 4.25% strongly disagree. Majority of the students got bore online classes. Sitting too long is unhealthy and not favorable for some. Online classes made the students to feel the boredom. Online learning must be planned, implemented, and evaluated in order to minimize problems and maximize the achievement of learning objectives.(Surani & Hamidah, 2020).

Table 10 – Response on "How did you handle boredom?"

No.	Ways	Respondents	%
1	Change place	17	8,02
2	Drink	4	1,89
3	Eat	19	8,96
4	Exercise	15	7,08
5	Games	11	5,19
6	Have a break	18	8,49
7	Keep in touch with friends and family	6	2,83
8	Music	14	6,60
9	No comment	11	5,19
10	No solution	3	1,42
11	Not bored	4	1,89
12	Reading	5	2,36
13	Self motivation	59	27,83
14	Social media	7	3,30
15	Watch	18	8,49
16	Writing	1	0,47
17	Total	212	100,00

Table 10 shows the various ways the students handle boredom. Among these 17 ways, the highest is self-motivation with 27.83%, followed by eating, having a break, watching, and changing place or position. Despite of boredom, students prefer to concentrate on their studies.

CONCLUSION AND RECOMMENDATION

COVID 19 is the main cause of implementing an online education. Online education or online class gave a very challenging and promising result for business students. Their responses are quite favorable based on their actual observations. It is a cost-effective way of imparting knowledge. Business students are adaptive enough that this method of teaching is never an obstacle for them. Students like this method as they were able to see the benefits gained. Disturbances, boredom, and reluctances were managed well since business students proposed various ways to handle it. Thus, technology-based is not a hindrance for them.

For further study, there is a need to distribute questionnaires to lecturers or facilitators too. And also add more students as sample from other universities.

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