



On Line Learning In Vocational School at Bekasi

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Abstract:

The purpose of this study was to determine the effect of online learning on entrepreneurship learning of vocational school students in the city of Bekasi. The research focus of the program used was the Google Classroom and Quiziz programs. The research method used is a quantitative method. The research object was the students of SMK Insan and Dreiwanti Bekasi City. The total population of 270 students, a sample of 56 students of class XI. Before being processed, the data would be tested classically. The classical test included the reliability test and multicollinearity test results and multiple linear regression tests. After the classical test, the data were processed with the SPSS 20 program. The results showed that the Google classroom on the effect of entrepreneurial learning outcomes, there was no effect of quiziz on entrepreneurial learning outcomes, and there was an effect of google classroom and quiziz simultaneously on entrepreneurial learning outcomes. It was better if teachers and students could optimize online learning again, by using other applications such as you tube, google meeting and others. For teachers and students who had not mastered this technology, online training should be provided, so that learning could run smoothly without encountering obstacles.

Keyword: *Online, entrepreneurship, learning*

INTRODUCTION

Online learning has become learning that has been widely used since, the Corona pandemic virus broke out and this distance or online learning began on March 16, 2020, where children start learning from their homes without the need to go to school. The impact that has occurred is very broad, not only in terms of education, this virus has infected millions of people in the world and has also triggered global economic chaos. (Trisnadewi, K., & Muliani, N. M.: 2020). Talking about distance learning or online, the importance of mastery of technology for a teacher so that distance learning continues to run effectively during a pandemic like this. The government enforces an online learning policy to slow the spread of COVID-19 (Wahyono, P., et al: 2020).

Furthermore, teachers are required to innovate in learning, including by utilizing technology in

learning. Innovations in Education will also include various ways that teachers can convey their knowledge to students. Virtual space is an alternative learning for teachers and students. Virtual classrooms are online classrooms that allow participants to communicate with each other, view presentations or videos, interact with other participants, and engage with resources in work groups (Iftakhar: 2016).

Online learning, for some teachers and students is something new and obstacles arise, including uneven internet and technology, inadequate facilities such as laptops and cellphones, then, assigning assignments for a long time will also be difficult, considering the impact negative there is a child's eye health.

The Ministry of Education and Culture facilitates the Learning from Home program broadcast on TVRI. The government is working with TVRI, the state television station, to deliver the learning materials in the Home Study program. (Astini, N. K. S.; 2020) .. This program is aimed at students of kindergarten / early childhood, elementary school, junior high school and high school. This is an effort to provide education for all people during a pandemic.

Since learning has been implemented at home, some teachers have learned through online media such as Whatsapp, google meet, google form, and others.

Innovations in Education will also include various ways that teachers can convey their knowledge to students. One of them is using the Whatsapp Group, where the previous teacher will make a learning video and then send it to the group for the students to observe.

The Ministry of Education and Culture facilitates the Learning from Home program broadcast on TVRI. This program is aimed at students from kindergarten / early childhood education, elementary schools, junior high schools and high schools. This is an effort to provide education for all people during a pandemic.

In particular, helping people who have limited access to the internet, economically and in terms of home location. Learning from TV is fun, but sometimes I don't really understand what is being explained, said an elementary student who joined a learning program through TVRI station.

Many public and private school agencies are turning to online learning. In addition to school institutions, all government and non-government institutions have also laid off some of their employees, to avoid contracting the corona virus. This situation changes the learning pattern, from face-to-face learning to online learning. Besides that, parents also inevitably have to spend the time to help this online learning process. Learning that is done from home leaves parents unprepared. Because learning is done every day, it can take a lot of energy and time. And parents also have to learn and adapt online learning programs in order to access online learning programs

The available online learning programs are very diverse. Starting from zoom, google classrom, google meeting, quiziz and others. "Many tertiary institutions have embraced digital learning through the use of online learning platforms and social networks" in Indonesian, many universities have embraced digital learning through the use of online learning platforms and social networks (Heggart, KR, & Yoo, J. 2018) . Online learning programs each have their advantages and disadvantages, but in general they are significantly widely used. Starting from academics, lecturers, teachers, employees, elementary, junior high, vocational / high school students and students. This makes interested parties have to adjust the program, because many students and teachers have never used or familiarized themselves with online learning programs. The parties with an interest in online learning need time and adjustments, in order to change online learning, not to mention human resources who have not mastered online technology. One of the popular lessons is the google class room learning program and Quiziz. The program has been used frequently. Google classroom and quiziz are free and popular tools (Azhar, K. A., & Iqbal, N.: 2018).

Furthermore, vocational schools that have entrepreneurial independence programs need learning that can support the continuity of learning targets. Researchers are interested in examining the effect of learning from (Googleclassroom and qiziz), on entrepreneurial learning outcomes in vocational school students in Bekasi city.

METODOLOGY

This study uses a qualitative method. The classic test used is the reliability and multicollinearity test. The multicollinearity test aims to test whether the regression model finds a correlation between the independent variables (Ghozali in Pradana, 2016: 132). To detect the presence or absence of multicollinearity, namely by looking at the VIF (Variance Inflation Factor) value and the Tolerance value. The regression model is said to be free from multicollinearity if the VIF value is ≤ 10 , and the tolerance value is ≥ 0.10 . After that the data is tested for multiple regression. The program to be used is the SPSS 21 program. The population of 2 SMK was 270, the sample was 56 students. Sampling using purposive sample method. The students who became the sample were students of class X and class XI in the city of Bekasi. This research was conducted from December 2019 to March 2021 in two vocational schools, namely SMK Dreiwanti and SMK Insan Mulia.

RESEARCH RESULTS AND DISCUSSION

The researcher gave a questionnaire to the google classroom variable, quiz to 56 students, while the Y variable was taken from the learning outcomes of entrepreneurship at the end of the semester for the 2019/2020 school year. The data was tested using the SPSS 20 program. The classical test includes Reliability and Multicollinearity. After that the data uses the SPSS 20 program. The output results are listed in the SPSS program. The results of the google class room variable reliability test, quiz and entrepreneurial learning outcomes are:

Tabel. 1 Tabel Realibilitas X1

Reliability Statistics	
Cronbach's Alpha	N of Items
0,865	56

Tabel. 2. Tabel Realibilitas X2

Reliability Statistics	
Cronbach's Alpha	N of Items
0,808	56

Tabel. 3. Tabel Realibilitas Y

Reliability Statistics	
Cronbach's Alpha	N of Items
0,754	56

From the display of tables 1,2 and 3 above, it is known that all statements from the google classroom, quiz and entrepreneurial learning outcomes have a Cronbach Alpha value greater than 0.6. So it can be concluded that all statements used for all variables in this study are reliable.

The Result of Multikolinieritas Test

Tabel. 3. Koofesien Tabel

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	VIF
		B	Std. Error	Beta			Tolerance	
1	(Constant)	22.109	7.659		2.887	0.008		
	Tot_PH	0.504	0.152	0.417	3.313	0.002	0.995	1.005
	Tot_PP	-0.134	0.138	-0.122	-0.967	0.338	0.995	1.005

a. Dependent Variable: Tot_FB

To detect the presence or absence of multicollinearity, namely by looking at the VIF (Variance Inflation Factor) value and the Tolerance value. The regression model is said to be free from multicollinearity if the VIF value is ≤ 10 , and the tolerance value ≥ 0.10 . The results of the table above the calculation of the value of variance inflation factor (VIF) show that the VIF value of perceived price is 1.005 and the VIF value of promotion is 1.005. This shows that not a single independent variable has a VIF value of more than 10. So it can be concluded that there is no multicollinearity between the independent variables in the regression model. The calculation result also shows the Tolerance value of each variable, namely price perception of 0.995 and promotion of 0.995. This means that there is no independent variable that has a Tolerance value of less than 0.10. So according to the Tolerance value there is no multicollinearity in the regression model.

Tabel. 4. Tabel Koofesien

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	
			Std. Error	Beta	
	(Constant)		7.659		
	Google classroom		.152	.417	
	Quiziz		.138	-.122	

a. Dependent Variable

From table 4 above, it can be said that, there is an effect of google classroom learning on entrepreneurship learning outcomes, because it appears Sig. 0.002 < 0.05, while in the Quiziz variable there is no effect on entrepreneurial learning outcomes, the Sig value is 0.338 > 0.005.

Tabel. 5. Table Of Model Summary

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of The Estimate	
1	.425	0.180	0.151	4.743	
a. Predictors: (Constant), Googleclassroom, Quiziz					

From the table above, it is known that the R coefficient value of 0.426 means that the relationship between the google classroom and Quiziz variables with entrepreneurial learning outcomes is 4.26% or has a positive relationship with moderate levels. From the table of determination coefficient (R^2), it shows that the magnitude of R^2 (R square) is 0.181. These results indicate that 18.1% of entrepreneurial learning outcomes variables can be explained by variations of the independent variables. Meanwhile, the difference of 81.9% (100% - 18.1%) is explained by other variables not examined in this study, such as learning motivation, learning methods, the role of parents in learning and others.

Tabel. 6. Table Of Anova

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sign.
	Regression	268.919	2	134.460	5.755	.006 ^b
	Residual	1215.008	52	23.366		
	Total	1483.927	54			
a. Dependent Variable: Hasil Belajar kewirusahaan						
b. Predictors: (Constant), Google classroom, Quiziz						

Based on the ANOVA table above, the calculated F value of 5.755 with a significance level of 5% and $df_1 = 2$ and $df_2 = 52$, obtained the value of F table = 3, 18. F value calculated (5, 755) > F table value (3, 18). Because the value of F count > F table, it can be concluded that H_0 is rejected and H_a is accepted. This means that there is a joint influence between the independent variables, namely the perception of google classroom (X1) and Quiziz (X2) on the dependent variable on entrepreneurial learning outcomes (Y).

CONCLUSION

Based on the description of the discussion of the results above, it can be concluded that there is an influence of the Google Classroom program on entrepreneurial learning outcomes, there is no effect of the Quiziz program on entrepreneurial learning outcomes, and there is an effect of the Google Classroom and Quiziz programs simultaneously on entrepreneurial learning outcomes.

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