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Improve Students' Participatory Skills through Limited Online and Face-To-Face Lectures

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Abstract: The implementation of limited online and face-to-face lectures is a process that must be carried out in the world of education due to the Covid-19 pandemic. This study aims to get an idea of whether limited online and face-to-face lectures can improve student participatory competence according to lecture objectives. This research uses a quantitative descriptive approach with a case study design. The subjects of this study were 70 students of Education Administration, Faculty of Education, Nageri University Makassar, and students of STKIP YPUP Makassar majoring in Mathematics Education and English Language Education. The results showed: 1) the majority of students were less happy with limited online and face-to-face learning; 2) students' ability to socialize with friends and lecturers is not good; 3) lecturers lack structured lecture planning; 4) Students' IT understanding is still low; 5) The development of media and lecture materials in supporting learning is still low; 6) students' interest and motivation for limited online and face-to-face learning is not good. On participatory competence obtained in the lower category. The results of this study provide information that the Foundation's policy is needed to hold IT understanding training programs on an ongoing basis in improving the competence of students and lecturers if conducting limited online and face-to-face learning to be able to increase student participatory competencies

Keywords: Online lectures, Limited face-to-face, participatory competence

1. Introduction

The Covid-19 pandemic has provided many changes in terms of habituation in life, especially in the picture of the continuity of the world of education in the future through the help of technology. However, technology still cannot replace the role of teachers, and lecturers, in the teaching and learning process because the learning process is not just about gaining knowledge but also teaching about values, cooperation, and competence. Limited online and face-to-face learning is a challenge for the world of education with the situation of Covid-19 pandemic situation, especially for students and education providers where to carry out the learning process is expected to provide internet access, and quotas for students, this is very limited and many students live in remote areas where internet access does not exist. This lecture process has not been maximized properly in its implementation. This is a challenge for all parties. Where technology can answer real problems that have occurred in students and students who are disadvantaged in the economy and the use of technology in remote areas so that student competence becomes better. Some studies relevant to this study: (Weber and Ahn 2021) found that students in the lecture process were 85% inactive and lecturers 80% decreased their level of engagement with lecturers during online learning. Many of the activities undertaken are almost twice as unrelated to online lectures (e.g., arts and sports) during online lectures where there is a decrease in engagement and attention by learners. Simple methods to improve interactivity can help improve the online classroom experience and foster a new teaching environment that better supports today's learning styles. (Weber & Ahn, 2021). To improve participatory competence, students need to familiarize themselves with scientific literacy aimed at developing the creation and dissemination of knowledge for critical thinking. Reading and writing activities are important components for building scientific literacy on participatory competencies. (McKerrow et al. 2020). This article reports on a study on how mixed-learning designs based on massive open online courses (MOOCs) can be visually represented to facilitate understanding and sharing with face-to-face courses. The results showed that representation allows educators to easily visualize the overall structure of learning design and the relationships between different design elements, providing context to encourage reflection and decision-making during MOOC-based blended learning design planning. (Albó and Hernández-Leo 2020)(. Improving student participatory competence needs to be carried out in the learning process using the basic learning problem model. (Gil-Galván, Martín-Espinosa, and Gil-Galván 2020) states that in improving competence, it is necessary to carry out various strategies in carrying out the learning process such as reflecting and feedback on learning outcomes to be able to improve competence. Competencies are not only to improve knowledge, abilities, and attitudes but also to increase motivation that is developed gradually and continuously throughout the educational process, the organizers of Education are responsible for this task of developing, growing, and

training and helping them develop such necessary competencies.(Lewis, Zeineddine, and Esquenazi 2020; Blayone et al. 2017; Coman et al. 2020). There is no doubt that using only educational technology is not the only driver of student-centered teaching and learning; Face-to-face teaching and learning can be the same or more effective. However, using the capabilities of digital technology can make teaching and learn more flexible, and lead to an increase in the agency of lifelong learning skills. The understanding of educational technology in higher education as the development of ICT skills has been recognized as very important to increase the full and active participation of students in the future, but using digital media in teaching and learning does not automatically guarantee active student involvement. (Chiou 2020; Tuma et al. 2021; Lee, Lim, and Kim 2017). This study aims to get an idea of whether limited online and face-to-face lectures can improve kompetensi participation in students majoring in Education Administration, at the Faculty of Education, Makassar State University, and STKIP-YPUP Makassar Students.

2. Literature Review

2.1 Online lectures

Agar perkuliahan darin menjadi efektif, mahasiswa harus membaca materi perkuliahan sebelum datang ke kelas melalui letrasi digital. Sangat sedikit penelitian yang secara langsung menjawab pertanyaan apakah mahasiswa melihat video online atau tidak sebelum perkuliahan di lakukan**.(**Bassett, Olbricht, and Shannon 2020)**.** Tujuan kuliah online dicapai melalui model online yang inovatif dan adaptif, pengembangan kolaboratif hasil dan pedoman pembelajaran yang jelas dan perencanaan online yang efektif dengan para dosen. Struktur pengajaran difokuskan pada pengembangan melalui proses literasi dan penulisan, dan melakukan umpan balik tertulis dan / atau verbal reguler dan real-time yang disediakan, yang juga merupakan alat pembelajaran yang efektif untuk pengembangan. Umpan balik dilakukan pada saat proses pada perkuliah dan diskusi lebih lanjut, yang dianggap efektif dalam pengajaran dan pembelajaran. Ini memberikan rasa proses pendidikan yang difasilitasi, secara online dan terbukti lebih efektif dalam hasil pendidikan. Model inovatif online ini terbukti efektif sebagai respons pendidikan selama krisis COVID-19 yang pernah berlangsung. (Agarwal et al. 2021). E-learning didefinisikan sebagai penggunaan instruksi berbantuan komputer yang disampaikan secara online untuk pembelajaran pro-mote dari berbagai sumber elektronik (Mayer, 2014). Karena sifatnya yang ada di mana-mana selain kemajuan teknologi yang memungkinkan penyebaran informasi kepada kelompok besar pelajar, e-learning sangat ideal untuk mahasiswa di seluruh dunia.(Lange and Costley 2020; Islam et al. 2017; Weber and Ahn 2021).

2.2 Limited face-to-face

There are many ways to debrief; the optimum debriefing method for any given training session is one which is well planned and adapted to the specific situation, bearing in mind the experience of the trainees and the trainers. Assessment scales give participants objective feedback on their performance and are useful when used by NTS trained examiners.(Griffin et al. 2020). The findings showed that the students' background, experience, collaborations, interactions, and autonomy positively affected students' satisfaction. Moreover, effects of the students' application, remembering, understanding, analyzing, and satisfaction was positively aligned with students' academic achievements. Consequently, the empirical findings present a strong support to the integrative association between TDT and BTT theories in relation to using online learning platforms to improve students' academic achievements and satisfaction, which could help decision makers in universities and higher education and colleges to plan, evaluate, and implement online learning platforms in their institutions.(Abuhassna et al. 2020).

2.3 participatory Competence

Kompetensi partisipatif dan pribadi adalah kompetensi yang diperoleh pada tingkat yang lebih dasar yang perlu dimiliki seseorang**.(**Gil-Galván, Martín-Espinosa, and Gil-Galván 2020)**.** Partisipasi dalam proses kegiatan pendidikan dalam ilmu implementasi dan berfungsi sebagai titik awal untuk serangkaian kompetensi yang akan diperbarui terus menerus.(Schultes et al. 2021).Guru sebagai agen pendidikan harus mempersipakan pembelajaran yang berpusat pada siswa melalui mobilisasi teknologi digital agar tingkat partisipasi siswa lebih baik.(Sá and Serpa 2020).

3. Methodology

This research is descriptive quantitative research with descriptive analysis methods. The research samples on AP FIP UNM students and STKIP YPUP Makassar students totaled 70 people. data collection techniques using questionnaires. The resulting questionnaire is analyzed descriptively quantitatively and used to explain narratively the data from the analysis such as percentages, frequency distribution tables, graphs, deviation

standards, and or other data calculation results. Dor the results of the questionnaire were analyzed with technical percentages, using a Likert scale, and analyzed using average analysis techniques. Data The results of the questionnaire were analyzed with descriptive analysis techniques and quantitative questionnaires distributed to students. The results of the analytical test are analyzed by quantitative descriptive methods. the score rating is at intervals of 1-5, then the assessment criteria are average score > 4 (excellent); 3 <to 4 (good); 2 <s.d 3 (not good); 1 <s.d 2 (not good); and = 1 (very unkind). after the data is obtained analyzed the results, and those results are developed descriptively.

4. Results and Discussion

Based on the results of a questionnaire given to 70 respondents of students majoring in mathematics and English language education, the following data were obtained:

Table 1. The Average Results of Online and Face-to-Face Lecture Questionnaires Are Limited

Assessed aspects	**Mean**	**Category**
Interest & Motivation	1.49	Bad
Ability to socialize	2.42	Not good enough
Student IT understanding	2.28	Not good enough
Structured course planning	2.70	Not good enough
Pengembangan media dan materi perkuliahan	2.70	Not good enough
Renata n-70	2.31	Not good enough

Based on the table above, it can be seen that: the majority of students are not happy with limited online and face-to-face learning; It can be seen that the indicators of student interest and motivation for online and face-to-face learning are limited to the bad category with an average of 1.49. The indicator of students' ability to socialize with friends and lecturers in the poor category averaged 2.42; The IT Understanding indicator of students is still in the poor category or the average is 2.28; The indicator of lecturers having structured lecture planning in the category is not good on average 2.70%; and indicators of media development and lecture materials in supporting the learning of lecturers in the poor category averaged 2.70%. These results show that the poor category in each indicator has a high percentage level of very, good, good, and bad categories. These results show that the limited online and face-to-face learning carried out so far during the Covid-19 pandemic can reduce the level of interest, and motivation, student social skills, IT understanding, structured lecture planning, and media development and lecture materials each have percentages in the very good and good categories are still low. (Shamim et al. 2017; Romero et al. 2019; Saputro et al. 2021).

Based on the results of the study on indicators of increasing student interest and motivation in online learning and limited face-to-face settings in the poor category. Therefore a teacher or lecturer needs to motivate students to tell retelling everyday conditions to find and build understanding through the discovery of everyday patterns that refer to the construction of intuitive theories of individuals about their experiences with natural phenomena, which may or may not match the currently accepted scientific explanations of the same phenomena. (Bassett, Olbricht, and Shannon 2020). The above information is in accordance with research conducted by Berg, that most teachers are reluctant to teach in remote and underdeveloped areas because of the location of schools that are difficult to reach. (Gil-Galván, Martín-Espinosa, and Gil-Galván 2020; Mediatati 2016). In general, teachers who teach in remote or underdeveloped areas feel uncomfortable because of inadequate facilities, are far from the center of the crowd, and the government does not guarantee teacher housing facilities. (Lewis, Zeineddine, and Esquenazi 2020).

According to this study, students' social skills are not good, to improve these abilities, it is necessary to take development actions on two main competencies, namely, the development of new thinking and an adaptive Mindset for competency development in accordance with future needs identified during the lecture process using online. (Kapenieks 2016)). Students' IT understanding is not good therefore an online-based collaborative learning information system is needed, which offers a web-based social learning environment, which facilitates collaboration between various stakeholders with the support of technology and fast pedagogical processes with the internet and advanced computing devices. Structured lecture planning is not good, therefore it is expected that lecturers always do early planning such as preparation of materials, media, methods, models, and lecture strategies so that the lecture process can run well. (Dlouhá et al. 2019). The use of media in courses, it has been proven to help the learning process by delivering information through various formats. (Choi, Jeong, and Kim 2019). However, problems that hinder learning have been discovered when media are used inappropriately. such as speed, clarity, quality, media diversity, and alignment. (Chiou 2020).

The development of media and category lecture materials is not good. Therefore, lecturers need to collaborate online in the lecture process well because the goal is to improve the overall learning experience, such as using an online collaboration didactical approach where students and lecturers can collaborate seamlessly on lecture content. (Lange and Costley 2020). This approach, which we call Multiscript (MS), offers two online learning methods in one collaboration platform. In MS, we call one method outside the Multiscript class (OMS) and the other, inside of the Multiscript class (IMS). (Azman et al. 2020).

5. Conclusion

To improve students' participatory competence in online and face-to-face learning is limited, it is needed: strong interest and motivation, providing IT understanding training for students and lecturers before online lectures are carried out, preparation of lecture tools such as RPS, media, and conducting online collaborative learning and providing internet facilities and sophisticated computerized devices to increase student participation in the online learning process and Face-to-face is limited.

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