Effective Online Lecturing in Islamic Business School During a New Normal Era

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Abstract: The purpose of this study was to assess online learning platform based on subject type and skills to be achieved. A challenge in the new normal era that requires online learning, but internet access is still considered expensive to reach financially. The new in this research is a topic that examines online learning for Islamic business schools under the ministry of religion, which, of course, has different characteristics from other business schools in Indonesia. Research Methods is using a mixed-method. Descriptive statistics using 86 respondents were used to explore the right platform to improve competence. Qualitative methods are used to find out the reasons for the preference for platforms and explore the problems that exist in using learning platforms. The use of digital platforms as online learning media in Islamic business schools needs to pay attention to the conditions of the ability to access the internet and gadgets, interactions, features that help to learn, and human factors. Necessary to collaborate with several learning media according to the needs and learning objectives

Keywords: *digital platforms, media, online learning*

INTRODUCTION

Business school is resistant from the instability of the new business model (Trkman, 2019) . Resistant is important because the world's digital transformation of companies is evolving rapidly that requires an update company awareness. Businesses will thrive and continue to grow with strong resistance in the context of a business climate that is constantly evolving dynamically. Education is designed to develop the capability of learners so that it becomes valuable (Ndubuka & Rey-Marmonier, 2019). In business education, face-to-face meetings are not enough (Trkman, 2019), because learners must experience what they learn so that they can be intellectually stimulated, busy, and relatively happy. With these various programs, of course, the goals of business schools to score critical thinking skills are achieved so that learners can understand business reality with more critically about impact, values, action, and other (Koris & Aav, 2019).

Islamic business schools based on the concept of sharia are also an important discussion to explore. This is because the halal industry is beginning to develop all over the world (Kassim et al., 2014). Due to the enormous Muslim population around the world, the halal market is an emerging market. This reality reinforces that the prospect of sharia-based business schools is strong. In Indonesia, under the jurisdiction of the Indonesian Ministry of Religion, most Islamic business

Article info: Received: 19 May 2020 Revised: 02 August 2020 Accepted: 24 September 2020
Permalink/DOI: http://dx.doi.org/10.17977/um003v6i32020p128

schools are based on Islamic campuses.

The global Covid-19 pandemic affects learning styles in business schools in Indonesia. In class meetings, learning is not permitted, then all learning activities must be done electronically. The online-based transformation of education must also take place in Indonesia. Online education is imbalanced due to its many inefficiencies (Shukla, S., & Raghuwanshi, 2019). Such situations definitely have an impact on learning in Indonesia's business and management colleges. Teaching experience cannot be presented optimally. There are also two challenges to online courses, specifically connectedness and learning. These two difficulties are intertwined. Because the relation forms are distinct, the learning that is carried out must be distinct.

The transfer of knowledge is not sufficiently provided in business school. A business school student must study materials that involves learning formulas and applying them in business equations, as well as business practices, in addition to understanding descriptive concepts. Various skills in business school education, including communication skills, teamwork, interpretation, creative thinking and writing, must also be improved. Arranging online learning that can strengthen all competencies is a challenge in the new standard for business schools. Under the Minister of Religion, Islamic Business Schools have more problems than traditional business schools. Universities charge lower tuition fees under the Ministry of Religion than universities under the Ministry of Education and Culture. Thus, under the Ministry of Religion, this Islamic business school reaches groups of low-income individuals. A burden for students in Islamic business schools is online learning that includes gadget facilities and Internet networks.

A study states that online learning might increase equity at a lower cost of access to educational experience (Littenberg-Tobias & Reich, 2020). This argument contradicts the condition of education in Indonesia's Islamic business schools. An exploratory research conducted in the preparation of this study explains that 36 percent of the 86 respondents reported that the financial condition to reach the internet network is an obstacle to learning. As a result of the preliminary report, as many as 55.8 percent of students agree that the signal can often not be reached, 36 percent of them have financial difficulties in being able to purchase an internet network, and 2.3 percent of students still do not have sufficient gadget equipment, although 2.3 percent of respondents said the other explanation and 3.5 percent of respondents remain a gadget equipment

In understanding online learning, there are two main theories that are widely used. The behaviorist theory is the first theory. This theory assumes the mind as a "black box" such that it fully lacks the thought process that takes place in the brain and views behavioral changes only from what can be perceived and evaluated as an example of the learning process of the student. This theory has consequences for the online learning process in the context of: (1) learners need to know the outcomes of learning; (2) the test is administered to assess the outcome of learning; (3) the order of the required learning content for enhancing learning; and (4) feedback for students' corrective actions.

The second theory is the theory of cognitive learning. This theory assumes learning process as an internal process involving memory, thought, reflection, abstraction, motivation and metacognitive. Cognitive psychology is comparable to

the theory of cybernetic learning, which has a view of learning from the processing of information, while learning learners use various forms of memory. In order to move it from sensing to the sensory store and then to working memory, online learning must use techniques that enable learners to present learning content.

Due to technological advances, online learning is developing constantly. The Covid-19 pandemic also caused the rapid acceleration in online learning, which allows online learning to be carried out in all learning processes. The components of online learning are instruction, review of the use of online learning technologies, comparison of online learning results, and online or face-to-face learning choices (Willett et al., 2019). Even though technology is the gateway to online learning, technology is also not the only success factor in online learning. In the growth of online learning, human factors remain another factor. For online learning, social presence is a challenge (Andel et al., 2020), since the modes of interaction that occur during the process of online learning vary from offline learning. Personality variables (Andel et al., 2020) and self-efficacy (Alghamdi et al., 2020) also play an important role in online learning success. By adapting to the objectives to be accomplished, effective online learning must be able to communicate between technology, people and other variables. A learning objection is the purpose alluded to in this study.

This study aims to discuss the most suitable methods of learning to be used in Indonesia's Islamic business and management schools. It is definitely not necessary to extend this research to campuses with students who have access to sufficient tuition, gadgets, and internet networks. The latest issue in this research is a subject that examines online learning for Islamic business schools under the ministry of religion, which of course, has different characteristics from other business schools in Indonesia.

METHODS

This study used two approaches, specifically quantitative and qualitative, thus it is called a mixed-method. Research design with mixed methods is a procedure for collecting, analyzing, and combining qualitative and quantitative methods in one study or research to solve research problems (Creswell, 2012). In analyzing research problems, mixed methods generate evidence that are more detailed. This is because researchers are allowed to use all data collection methods according to the type of information needed. In this analysis, the population was Islamic business school students. The sampling technique was carried out by purposive sampling, that is, sampling using certain parameters (Cooper & Schindler, 2014). A total of 86 respondents were chosen on the condition that two conditions had to be satisfied. In this sampling, there are two parameters used. First the respondents are students who are Muslim. Second, the respondent attended seminars on the company management software for sharia. By performing descriptive statistical analysis, the quantitative approach was adopted, while the semi-structured interview would apply the qualitative approach.

Data Collection

Data were collected by using an instrument in the form of a questionnaire containing closed and open questions. The research instrument in the form of questions was used as an instrument to collect data. Closed questionnaires used a nominal scale, while open questionnaires were given to respondents to explore their opinions. Online questionnaires were distributed through the google form platform.

Analysis technique

Data analysis techniques were divided into two, specifically, data analysis with a quantitative approach and a qualitative approach. By using mixed methods, quantitative statistical results were obtained from a sample, then these results were followed up by interviewing or observing a number of individuals to help explain further the statistical results that have been obtained (O'Cathain et al., 2007).

The purpose of the quantitative approach is to evaluate the choice of the most suitable medium to be used for the three forms of learning objectives. The three categories of goals are courses aimed at understanding descriptive principles, courses for understanding and applying formulas in equations, and courses intended for practice. The data was analyzed using the SPSS software with descriptive statistics. Data is presented in table.

The second analysis technique, the qualitative approach, was carried out with the assistance of the NVIVO program to map the reasons for choosing a platform based on three learning objectives. NVIVO is a qualitative data analysis software developed by QSR (Qualitative Solution and Research) International (Bazeley, 2007). NVIVO works like maps in manual qualitative data analysis techniques except that the map is much smarter, thus the researchers who are accustomed to using manual methods would not feel unfamiliar with this software (Walsh, 2003). The facilities in NVIVO allow the process of reading and coding data to be done easily, quickly, but still accurately. This qualitative method will complement the quantitative data that has been previously explored.

RESULTS & DISCUSSION

The results of the first data processing using descriptive statistics were presented in the form of preferences for choosing the right platform to use. The choice of this platform was divided into three types based on learning objection, specifically for topics that aim to understand the descriptive concept, understand formulas and calculations, as well as learning that requires practice. The results of data processing are presented in Table 1.

Based on the Table 1, it can be concluded that the most preferred platform to use for delivering topics related to conceptual understanding was Youtube which amounted to 52.3 percent. It was followed by Zoom as much as 19.8 percent, WA Group as much as 14 percent, and Google Classroom as much as 14 percent. Similarly, to deliver lesson topic related to formula and calculation understanding, YouTube was the most preferred platform with 60.5 percent. It was followed by

Zoom as much as 16.3 percent, WA group as much as 14 percent, and Google Classroom as much as 7 percent. For practicing, YouTube was also the most preferred platform which obtained 75.6 percent. It was followed by Zoom as much as 14 percent, WA Group as much as 5.9 percent, Google Classroom as much as 3.5 percent and Edmodo 1.2 percent respectively.

Table 1. Preference for Platform Online Learning

Subject Type Based on Goal	**Percentage**
Understanding descriptive concepts	
Google classroom	14
WA Group	19.8
Youtube	52.3
Zoom	14
Understanding formulas and calculations	
Google Classroom	7
WA Group	14
Youtube	60.5
Zoom	16.3
Others	2.4
Practicing	
Google Classroom	3.5
WA Group	5.9
Youtube	75.6
Zoom	14
Edmodo	1.2

The results of qualitative data processing with NVIVO aim to explore the reasons for the right platform to be used in learning. Qualitative data processing was based on the three learning goals that have been set in this study, specifically the understanding of descriptive concepts, understanding formulas and calculations, and learning practice.

First, the understanding of descriptive concept. YouTube is the most preferred platform because it allows students to repeat learning anytime and anywhere until they understand. However, there are some disadvantages of this platform, causing inconvenience for respondents in learning. First, there is no active participation for learners in learning because communication is formed in one direction. Second, it requires a large internet quota thus it is sometimes not affordable financially.

WhatsApp group is the second most favored platform in the survey because, due to two-way communication, it has the benefit of connectivity that can be created. Not much of the internet quota is used, but many lecturers have used it, it is more reliable, easier to use and more familiar. This platform still has disadvantages, however. In other words, in class regulation, it is less successful and provides no learning experience.

Google Classroom, Zoom, and Edmodo are not the respondents' favorite options. Both of these platforms, however have benefits and drawbacks as well as helping learners understand the concept. As it allows for virtual face-to-face two-way learning, Zoom has the benefits of engagement that this platform provides. As it is also used by many lecturers and has a lack of learning experience, Edmodo has

a familiar benefit. Google Classroom, meanwhile, has the benefit of being compatible with the platform to store different types of files, but if it is matched with Google Meet, it can be better.

Second, to understand formulas and calculations, YouTube is still the most preferred platform by students. The playback feature on YouTube makes it possible for learners to repeat when they do not understand the material. In addition, the need for tutorials in applying formulas to various calculations will be fulfilled using this platform. Learning needs that involve visuals are better met by using this platform. However, spending a lot of internet quota is the biggest problem faced in learning to use this platform. The second drawback is that the learner cannot feel the presence of the lecturer because of the one-way communication that is established.

Zoom and WhatsApp group obtained almost similar percentage from the respondents. The interaction and feeling of the presence of the lecturer are more felt by the learner when using the Zoom. However, learning results must still be recorded and put on YouTube because the Zoom does not provide a playback feature. However, this platform requires an excessive internet data quota and sometimes it is not financially affordable. In addition, some gadgets owned by the learner sometimes do not support Zoom application.

When students using WhatsApp Group in learning to understand formulas and calculations, it saves their internet quota, and learners are more familiar with this platform. However, video sharing is still necessary because students needs a calculation tutorial. However, this will not effective since it also requires a sufficient storage space in students' device. Google Classroom is the least preferred platforms for learners in learning that aims to understand the formulas and apply calculations. The advantages mentioned by respondents for this platform are the compatibility of this platform for storing various types of files thus they can be studied at any time needed.

Third, regarding courses that require practice. YouTube remains the most preferred platforms in this study. This is due to several advantages, such as being able to show practical tutorials exemplified by lecturers, meeting visuals on learning needs, and being able to be downloaded to be studied repeatedly. The biggest obstacle in using this platform is the need for an excessive internet quota, thus sometimes, it is not financially affordable. In addition, this platform also requires other platforms to compensate for interactions, such as WhatsApp.

Zoom platform is sufficient in practicing. The advantage of zoom in this learning is to convey and exemplify directly. The disadvantage of this platform is that it requires a lot of internet quota and the membership version is expensive. Meanwhile, other platforms such as WhatsApp group are not very popular because does not allows students to learn in the most suitable approach, particularly when dealing with practicing, thus other media are needed to complement. The results of qualitative data processing are summarized in Figure 1.

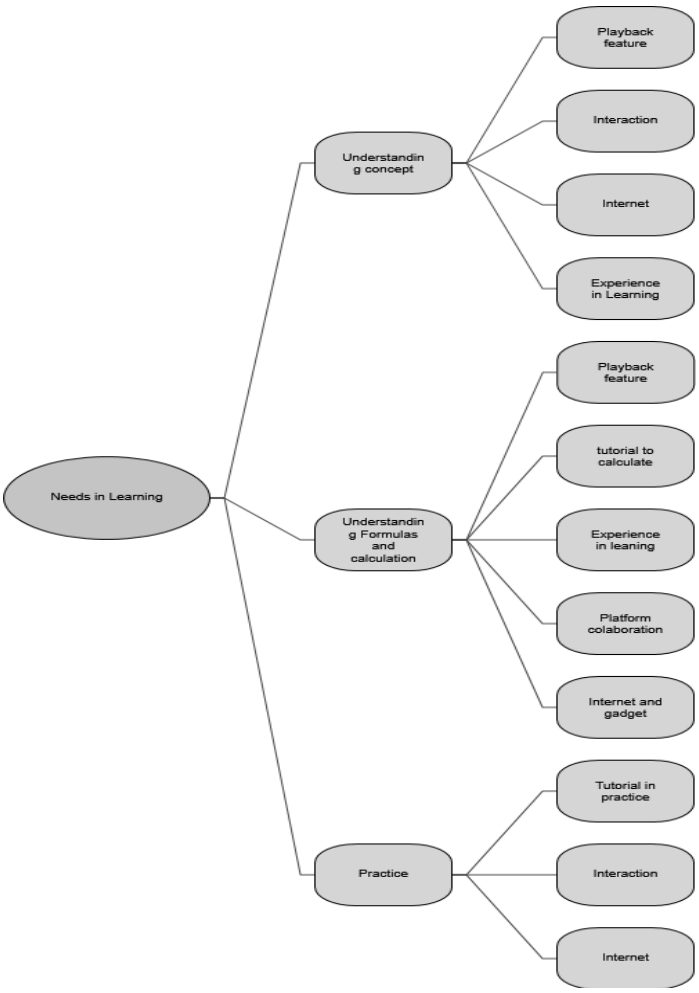

Figure 1. Needs in Online Learning

As predicted data in preliminary studies, the internet is a vital requirement in online learning. But unfortunately, not all economic classes of the respondents can access it financially. Online learning in Islamic business schools, of course, must pay attention to this in the use and collaboration of the platforms used as learning media. The creativity of Islamic business schools in compiling learning media is needed to maximize learning and minimize financial barriers to reaching the internet.

Interaction when using an affordable platform is the second issue where most respondents worry about. In learning, affordable platforms do not promote interaction optimally. In fact, because of the capacity for asynchronous online discourse, the interaction pattern in online discussions has an effect on the learning process (Huang et al., 2019). By developing linguistic styles, one way of reducing asynchronous groups can be accomplished. This is because the linguistic style in online and offline learning is different (Abe, 2020).

Discussion of interactions should not be isolated from the existence of culture. Online learning needs social presence (Andel et al., 2020). For optimal learning, the participation of learners and lecturers at the same time and the discussion of the content are both needed so that even virtually the inclusion of classroom learning is still required (Hamilton et al., 2020). Because of great

instruction, engaging learners is a challenge in online learning (Giddens et al., 2020). For engaging learners, numerous sites that provide low prices in terms of internet quota use are inadequate. For continued learning, classroom conditioning capable of involving learners is important.

Although online learning seems to only involve the internet and gadgets, human factors have a very big influence on the success of this learning. Learning is not about the right method to use, which only discusses competence, but also about personality (Andel et al., 2020). People who are extraversion, introversion, or anxiety will have different responses in their attitude in online learning (Abe, 2020). Self-efficacy is also important in influencing success in online learning (Alghamdi et al., 2020). Online learning requires readiness and independence because presence is only through virtual. Therefore, self-efficacy is needed when the control in this learning is not good.

CONCLUSION

The use of digital platforms as online learning media in Islamic business schools needs to pay attention to the condition of the ability to access the internet and gadgets, interactions, features that help to learn, and human factors. Each platform has advantages and disadvantages in presenting experience in learning, so it is necessary to collaborate with several learning media according to the needs and learning objectives. The limitation of this study is that the sample taken is only at Islamic business schools under the Ministry of Religion. This research is certainly not relevant to be applied in Islamic business schools with consumers who do not have financial barriers to access online learning.

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