

CONFERENCE PROCEEDING
International Conference of SEMIRATA
BKS PTN Wilayah Barat

*“Building New Internationalization Norm for Higher Education in
Indonesia”*

Pontianak, 15 December 2020



FACULTY OF ECONOMICS AND BUSINESS
UNIVERSITAS TANJUNGPURA

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KATA PENGANTAR
DEKAN FAKULTAS EKONOMI DAN BISNIS
UNIVERSITAS TANJUNGPURA

Assalamualaikum Wr.Wb.



On behalf of Faculty of Economics and Business, Universitas Tanjungpura, we would like to welcome and deliver you our warm greetings from Pontianak, Indonesia. We are excited to organize the SEMIRATA International Conference in Pontianak at Faculty of Economics and Business, Universitas Tanjungpura. The situations are quite different this year since we have the pandemic and force to hold the conferences virtually.

Today's International Conferences theme is "Building New Internationalization Norm for Higher Education in Indonesia". These topics are chosen due to necessities of higher education to adapt during the pandemic. "New normal" are the term implement in each sector. While, on the other hand, we forget that higher education needs to deliver new normal as well to build cooperation, mutual understanding and cooperation. When we choose the word "Internationalization", the things that came to our mind is international cooperation, going global or world class university. Those three are something that have become a must for university to have nowadays. Internationalization that we choose as topics for today's plenary session are something that relates with capabilities of universities in Indonesia to establish their competitive advantage, building strength from within and deliver it to increase their quality. This quality are something that pursued locally or globally. We hope that this conference brings insightful knowledge and understanding to our cooperation as SEMIRATA members and as higher education in Indonesia. The speakers will deliver topics that related with research quality, competitiveness, International cooperation and collaboration and global entrepreneurship.

This conference brings together scholars, researcher, students and practitioners whom going to present their ideas and papers in the area of economics, management and accounting. We believe that this International conference is an excellent opportunity for idea sharing and bulding network between participants. Finally, I would like to deliver sincere gratitude to the committee, board member, participant, presenters and keynote speakers for the contribution and commitment for the SEMIRATA International Conference, Call for Paper and Annual meeting 2020.

Faculty of Economics and Business, Universitas Tanjungpura are honour to become the host this year. I hope you have a pleasant and memorable experience during the conference.

Thank you

Wassalamualaikum Wr. Wb

Pontianak, 15 December
2020 Dekan FEB UNTAN,

Dr. Barkah, S.E., M.Si.

KATA PENGANTAR
KETUA INTERNATIONAL CONFERENCE SEMIRATA BKS PTN
WILAYAH BARAT 2020



The COVID-19 pandemic has come with a lot of uncertainties for the higher education sector and for internationalisation and mobility. Questions have arisen since the outbreak including whether the future of Internationalization will be changing due to the facts that the world now facing a new normal that restricting mobility and cooperation between university. There are also concerns of difficulties in sharing network between universities may grow in the wake of the disease, with learners from varied parts of the world are facing uncertainties due to the situation. Universities were also faced massive losses in opportunities even after shifting learning online, with queries over whether or not a new normal will be continued with a very “expensive” cost.

It is also unclear whether universities could continue charging normal fees for programmes that had shifted online, especially for those who had paid for face-to-face learning. Some international students were expecting refunds of their fees for the time they are away. Due to the pandemic, the ability of parents to pay fees as before was likely to be lower, affecting universities’ finances. We can hide under the word that we should understand that this is not normal situation. However, we should try our best in delivering the same quality in term of teaching, researching and community services as before the covid 19 pandemic.

However, if this situation continued until next years, Universities around the world must prepare themselves in the changing of the situation. Universitas Tanjungpura, in this case, realizes this problem as a challenged. As we embrace and prepare our University to become world class University in term of developing an international strategy; such factors include international teaching programs, partnerships, students and staff exchanges, and research activities. All that policy is implemented before the pandemic happened. However, this situation forces us to changed since customer care and marketing skills, centralized management, cost benefit analysis and risk management, the application of modern technology are crucial and becoming the new disciplines for our university during this pandemic situation. Each Universities have their own strength and competitive advantage. However, some have their weaknesses as well. During this situation, Universities will keep on falling behind if they dont collaborates and exchange resources in term of mobility and opportunities. The opportunities of exchanging resources are exist since ages ago, that is why the existence of organizations such as SEMIRATA BKS PTN Wilayah Barat are more important nowadays to mobilize resource sharing and opportunities.

We hope that this event will bring benefit to the organisations member in term of giving understanding and reaching agreement and how should universities act during this situation in term of research, competitive advantage, sharing resources and entrepreneurship and to the participants to share their ideas and research in this platform.

Pontianak, 15 December 2020
Ketua International Conference SEMIRATA 2020

Helma Malini, SE.MM. Ph.D

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PERCEPTIONS OF ONLINE-BASED DISTANCE LEARNING AT VOCATIONAL HIGHER EDUCATION

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ABSTRACT

This study aims to find the Perceptions of Educators and Students on Distance Learning (PJJ) in Vocational Higher Education. In this study involved were two parties who were central to the implementation of the Learning Process, namely Educators (Lecturers) and Students (Students). The approach that researchers use is a qualitative research approach, namely research that uses a natural background, which is then carried out a descriptive analysis. the data collection technique is done by interview and documentation study. The results showed that: 1). The PJJ learning model as a result of the Covid-19 pandemic cannot be implemented optimally. This is increasingly becoming a big challenge for vocational-based educational institutions, where the practical process should be in the laboratory, 2). With this PJJ model, students do not understand the material presented. In addition, network problems are often disconnected, cellphone / laptop specifications that do not support and tuition fees are noticeably more expensive, 3). Students and educators really hope that the pandemic will end soon, so that learning can be carried out again face-to-face, to make it more effective and without having to depend on quotas and network problems.

Keywords:

Perception, Distance Learning, the Covid-19 Pandemic

1. INTRODUCTIONS

The Covid 19 pandemics in Indonesia has had a changing impact on all aspects of life, one of which is the change in the learning model carried out at every level of education including tertiary education, this has also been experienced by the Business Administration Department of the Pontianak State Polytechnic (Polnep). Face-to-face learning systems both in classrooms and laboratory practices, Industrial Practices (PI) and Field Practices (PL) are changed from the learning model to distance learning (PJJ). This aims to break the chain of spreading the virus.

This learning model is based on the Circular of the Minister of Education and Culture (Mendikbud) Number: 36962/MPK.A/HK/2020 concerning Online Learning and Working from Home in the Context of Preventing the Spread of Corona Virus Disease (COVID-19). As a follow-up to this circular, the Polnep Director has also issued Polnep Director Circular Number 7 of 2020 concerning vigilance and prevention of the spread of covid 19 infection in the Polnep environment. At point II.1 the circular has changed the teaching and learning activities in the form of face-to-face lectures into distance learning (PJJ) / online.

Based on this circular, the learning process that was face-to-face is transformed into an online-based learning pattern. This online-based learning pattern has actually been implemented at the level of educational units, including in tertiary institutions. Another term for online-based learning is online learning.

The Ministry of Education and Culture of the Republic of Indonesia (2014) states that “Online lectures are one of the methods of learning that is carried out via the internet network. This online lecture system was developed by the Indonesian Ministry of Education and Culture through the Open and Integrated Indonesia Online Lecture Program (KDITT). KDITT is a government program in reaching students on a national scale”. In addition, Riyana (2020) states that in general, online learning is very different from conventional learning. Online learning places more emphasis on students' thoroughness and foresight in receiving and processing information presented online”. Morris in Rusman. (2010), divides learning patterns into 4 learning patterns, namely 1). Learning patterns (traditional 1); 2). Learning patterns (traditional 2); (3). Teacher and Media learning patterns; and (4). Media learning patterns.

Based on the above opinion, online learning is a media learning pattern. Furthermore, Morris in Rusman (2010) describes the media learning pattern as follows:

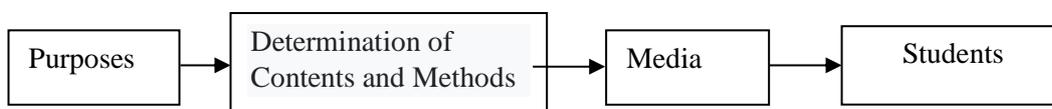


Figure 1. Media Learning Pattern

Based on Figure 1 it can be translated that the media learning pattern focuses on the main role of the media as a liaison between educators and students. Media is what will be directly related to students. Meanwhile, the Educator functions as a provider of learning material and information and evaluates the learning process.

Changes in learning patterns like this are of course very basic, especially Polytechnics which are vocational based. However, the Circular of the Director of Polnep does not specify which courses can be conducted using an online-based distance learning model. This is because Polnep is included in the Department of Business Administration. 60% of the courses delivered are practical courses and must also be delivered using practical methods to students.

In addition, considering that this distance learning pattern was first applied in the Polnep Business Administration Department as a whole, researchers are interested in conducting research related to the implementation of distance learning in the Polnep Business Administration Department.

Based on the description on the background, the problem in this study is to see the perception of this online-based distance learning model by looking at both perspectives, namely Teachers (Lecturers) and Students.

2. LITERATURE REVIEW

2.1. Online Based Learning

The types of learning that have been implemented in Polnep are generally divided into three, namely a pure theory, pure practice and a combination of theory and practice learning. For subject learning that is a combination of practical theory is generally carried out partly face-to-face in the classroom and partly utilizing the laboratory, while pure practical learning is carried out in the laboratory / workshop.

The impact of the COVID 19 pandemics in Indonesia has changed the patterns and learning models that have been implemented in Polnep. The policy of 'housing' students and implementing distance learning has changed the learning model where previously face-to-face learning was replaced with online-based learning.

Kelana (2020) states that all academic activities usually carried out on campus, during this pandemic, must be done from home. Not only students, lecturers and staff (education personnel) are forced to work from home to prevent and accelerate the reduction of the COVID-19 pandemics. Pandemic policies and phenomena that have had an extraordinary impact and occur so quickly have forced the world of higher education to change service work patterns from conventional to online-based services.

In addition, Belawati (2019) defined online learning is basically distance learning (PJJ). Based on the above opinion, distance learning (PJJ) can be interpreted that this learning model between teachers and students is not in one place or location. The learning process is carried out (linked) with computer media and devices.

Furthermore, Suryati (2017) states that the Internet is often associated with higher education, so the use of the internet is more often emphasized on the educational function. With the internet, it is possible to hold distance education which includes online learning, online discussions, and online evaluations or tests. The internet also allows us to be able to consult with experts around the world. From these activities, a term known as "E-learning" emerged.

2.2. Online Based Learning Policy

Online learning is a policy that must be taken by the government, in this case the Ministry of Education and Culture, so that the learning process in each education unit continues. This policy is a step to anticipate the spread of the COVID 19 pandemics which requires students to be at home.

In the context of online learning, the policy taken by the government is a policy with distance learning (PJJ). Given that this policy is a new policy implemented, especially in the Department of Business Administration, Polnep will certainly be a challenge for lecturers and students. This policy has also been implemented without making face-to-face meetings between lecturers and students. As has been stated, online learning is a product of government policy in education. This policy must be implemented so that the learning process continues, even with distance learning patterns.

Mustafa and Chodzirin (2019) found that the implementation of online learning can provide benefits, including: 1) There is an increase in the quality of higher education graphics and the quality of graduates, 2) The formation of a knowledge sharing community is not limited to one location, 3) increased intense communication lecturers and students, 4) Unlimited learning resources, 5) increasing the quality of lecturers due to the ease with which lecturers can get information.

In additon, Arnesi and Hamid (2015) states that the advantages of using online learning media are independent learning and high interactivity, able to increase memory levels, provide more learning experiences, with text, audio, video and animation which are all used to convey information, and It also makes it easy to convey, update content, download, students can also send e-mails to other students, post comments on discussion forums, use chat rooms, to video conference links to communicate directly.

The implementation of online learning is certainly not as easy as face-to-face learning, especially for Business Administration majors who are implementing this kind of learning for the first time. It takes the readiness of Educators, Students and Technology as the main liaison of learning media.

Furthermore, Maudiarti's research (2018) in the application of e-learning, there are several component processes that must be carried out, namely 1). content relevant to learning objectives; 2). using learning methods, such as examples and practices to aid learning; 3). use media elements such as sentences and images to distribute content and learning methods; 4). learning can be done directly with the instructor (synchronous) or learning individually (asynchronously); and 5), building new insights and techniques related to learning objectives.

3. RESEARCH METHODS

The approach that researchers use is a qualitative research approach, namely research that uses a natural setting to produce descriptive data and interpret the phenomena that occur in the form of speech, writing and the behavior of the people being observed. According to Sugiyono (2015), "Qualitative Research means the process of exploring and understanding the meaning of individual and group behavior, describing social or humanitarian problems". While the analysis used in this research is descriptive analysis. In this study the researcher wanted to explore the perception of online-based distance learning models in Vocational Higher Education, especially from the two main actors of learning, namely Educators and Students. The research data analysis stage followed the steps suggested in the Miles & Huberman (1994) analysis model which consisted of three stages, namely data reduction, data display and data verification.

The object of this research is distance learning activities carried out in the Department of Business Administration Polnep. Meanwhile, the research subjects are Lecturers and Students who are involved in learning interactions. Researchers will conduct interviews with both parties who are involved in theoretical and practical learning. The main data collection method is using in-depth interviews

4. RESULTS AND DISCUSSION

This study aims to find the Perceptions of Educators and Students on Distance Learning (PJJ) in Vocational Higher Education. In this study involved were two parties who were central to the implementation of the Learning Process, namely Educators/Lecturers and Student. Furthermore, the findings from the research are expected to provide insight into education practitioners and become the basis for making wise attitudes between the two parties in carrying out the online learning process during the Covid-19 pandemic. So that the results of this study are expected to improve the quality of the learning process during PJJ due to the impact of Covid-19.

4.1. The Perspective of Online-Based Distance Learning Model Implementation by Educators

The learning system implemented in political education is generally based on a larger portion of practice when compared to theoretical learning. If the average percentage is the comparison of credits of practical and theoretical learning (60% practice and 40% theory). This means that almost every subject is practice-based or at least based on a combination of theory and practice. To find out more about the theoretical or practical courses taught by Educators, here we present excerpts from the interviews in Table 1:

Table 1.
Interview Results and Meanings
Regarding Statements Regarding Theory and Practice Subjects

<i>No</i>	<i>Informant</i>	<i>Significant Statement</i>	<i>Formulated Meaning</i>
1.	INF-1	<i>I teach an English course, while the name of the course is English for Communication and another course is Business Reading and Writing. What I know that courses at Polytechnic all contain elements of Theory and Practice, so part of the delivery of theory, and part of practice</i>	The interview results shows evidence that the courses that are cared for by Educators in general are a learning system that combines theory and practice or pure practice, which is a characteristic of vocational education.
2.	INF-2	<i>I teach in two study programs, in D3 AB I teach courses in marketing management, and management principles in D4 AN study program. According to what I know, the two courses are a combination of Theory and Practice courses.</i>	
3.	INF-3	<i>In this semester, I teach two courses in Accounting 2 in the D3 AB Study Program and the Government Budgeting course in the D4 State Administration Study Program. For Accounting 2, it is a combination of theory and practice, while for the subject matter of Government Budgeting, I think there is more theory</i>	

Source: Processed Data, 2020

Prior to the Covid 19 pandemics, learning activities carried out by Educators were based on face-to-face learning both in the classroom and in the laboratory. It can be seen that based on the results of interviews with educators, the information is presented in Table 2 below:

Table 2.
Interview Results and Meaning
Regarding the Statement Regarding the Learning Model Before the Covid Pandemic

No	Informant	Significant Statement	Formulated Meaning
1.	INF-1	<i>Before Covid, we usually met face to face, but with an pandemics like this we used a distance learning model by providing explanations, materials, exercises and assignments.</i>	The results of the interview showed that learning before Covid-19 was all done by face-to-face learning.
2.	INF-2	<i>Previously, as usual face to face in class. However, due to this pandemic, the delivery of lecture materials cannot be done face-to-face. Delivery of material is done by using an application to explain the material to be delivered, by first repeating the previous week's lesson</i>	
3.	INF-3	<i>Usually face to face. For the Accounting 2 course, the theory is first presented, then an example is given, then it is followed by exercises related to the practice of preparing manufacturing company financial reports. As for the Government Budgeting course, initially it was carried out by presenting theories on the concept of government budgeting, principles, cycles and systematics of government budgets.</i>	

Source: Processed Data, 2020

As stated by Morris in Rusman (2010), the learning patterns that were carried out before the pandemic were all carried out in classrooms and laboratories which belonged to traditional learning patterns. This learning pattern is carried out by direct interaction between Educators and Students in one place / location, namely on campus. Even though it is called the traditional learning model, this model is actually very suitable to be applied at the Polytechnic. This is very reasonable because the Polytechnic places more emphasis on student skill competencies than the analysis. So that direct meetings between Educators and Students are a must so that their skills can be measured properly.

4.2. Educators' Perspectives on Distance Learning Models

Since the covid 19 pandemics, face-to-face learning activities have started to be reduced or even eliminated altogether. This is aimed at reducing the risk of spreading the disease pandemics. This condition certainly brings very basic changes for all Educators, especially those who teach at the Polytechnic which are based more emphasize practical learning and face to face with students both in the classroom and in the laboratory.

This is to find out what the Educators' perspective is about their knowledge of the distance learning model (PJJ) before the pandemic. Based on the results of the interview, the information shown in table 3 is as follows:

Table 3.
Interview Results and Meaning Related to the Perspective of Educators
on Knowledge about Distance Learning Model (PJJ)

No	Informant	Significant Statement	Formulated Meaning
1.	INF-1	<i>Somewhat familiar, namely learning carried out indirectly face-to-face with students. PJJ can now use a variety of platforms both paid and free and each has its advantages and disadvantages. I think PJJ is learning online (online). This is due to the Covid pandemic, which makes lectures unable to be done in person or in class.</i>	The results of the interview indicated that the distance learning method had previously been heard by educators but was not yet familiar with the mechanism. So that during this pandemic, Educators began to recognize and deepen the online learning mechanism.
2.	INF-2	<i>Before the Covid-19 pandemic, I had never once carried out distance learning (PJJ). This is because the learning concept that has been implemented is face-to-face learning concept. However, due to the covid-19, face-to-face lectures cannot be carried out so they have to do distance learning (PJJ).</i>	
3.	INF-3	<i>At first I tried to adapt, and returned to learning about the concept of PJJ by increasing the number of discussions with colleagues and learning how to teach and preparing online teaching materials to implement PJJ in this semester.</i>	

Source: Processed Data, 2020

Information from the interview results above shows that the distance learning system before the pandemic had actually been known by Educators. However, they have never applied the PJJ learning model when teaching, because the learning that they have carried out so far is face-to-face learning.

Researchers also interviewed the Educators to find out information about their perceptions of the PJJ learning. Based on the results of the interview, the researcher obtained information as presented in table 4 as follows:

Table 4.
Interview Results and Meaning
Related to Educators' Perspectives on Effectiveness Distance Learning Model (PJJ)

No	Informant	Significant Statement	Formulated Meaning
1.	INF-1	<i>Based on the experience of the past few months, it seems a bit difficult and not optimal because there is very little interaction with students. This causes the delivery of material not fully understood by students.</i>	The results of the interview show that the distance learning model has a higher level of difficulty than face-to-face, but the teaching staff is still trying to maximize learning outcomes.
2.	INF-2	<i>Although it is not as easy as face-to-face lectures, we must maximize how this online learning can match the objectives in the RPS, because RPS must be achieved, otherwise the learning objectives will not be optimal.</i>	

Source: Processed Data, 2020

Based on the results of the interview above, it is known that the PJJ model learning cannot be implemented optimally because the material cannot be fully understood by students, and learning is not as easy as the face-to-face learning process that has been implemented so far. This of course will also have an impact on the achievement of material at the RPS that has been planned at the beginning of the semester.

4.3. Students Perspectives Against Online-Based PJJ Model.

In general, the difference between the learning system implemented by the Polytechnic and the University / Academy lies in the aspect of emphasizing practical learning with a greater portion when compared to theoretical learning. The applicable portion is 60% practical learning and 40% theory learning. The impact of this comparison of polytechnic education should be carried out more in laboratories, workshops, studios, field practices, industrial apprenticeships and other learning models that emphasize aspects of student competence and skills.

Regarding this issues, the researcher asked a question whether the students knew the learning patterns at the Polytechnic so that they chose to study there, the results of which presented in Table 5.

Table 5.
Interview Results and Meaning
Whether Students Know the Polytechnic

<i>No</i>	<i>Informant</i>	<i>Significant Statement</i>	<i>Formulated Meaning</i>
1.	INF-1	<i>Polytechnic has many practical lessons, regular lecture hours, high discipline, lecturers are closer to and care for students.</i>	The results of the interview showed that the students were very familiar with the learning patterns at the Polytechnic.
2.	INF-2	<i>What I know: Learning in Polnep as vocational education has theory and practice. Where theoretical lectures are carried out face-to-face in theory and practice rooms in campus laboratories or off-campus such as in private or government offices.</i>	
3.	INF-3	<i>Because vocational college polytechnics are taught at the polytechnics there are theories and some practice and practice on campus or off campus every semester.</i>	

Source: Processed Data, 2020

Based on the results of the interview above, students are very concerned about learning patterns at the Polytechnic, so that the conditions of lectures that switch to this house make them lose what they expect when choosing the Polytechnic, and they really hope that the pandemic will end soon so that they can return to carrying out practicum again in the laboratory. including face-to-face which they think is better.

The above findings are reinforced by the next data that the researchers got, namely where the face-to-face learning model was very liked by students, especially for learning at the Polytechnic. In this case the researcher asks whether the face-to-face learning model makes it easier to receive learning material in accordance with the course objectives. From the interview, some information was obtained that the researchers summarized in Table 6 as follows:

Table 6.
Interview Results and Meaning
Regarding Face-to-Face Learnings Models

<i>No</i>	<i>Informant</i>	<i>Significant Statement</i>	<i>Formulated Meaning</i>
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1.	INF-1	<i>More understanding, because you can directly ask questions in class, the expression is more visible.</i>	the results of the interview showed that students really hope to return to face-to-face learnings models soon.
2.	INF-2	<i>Make it easier, better understand, direct explanation, direct question and answer, explanation of the material can be more.</i>	
3.	INF-3	<i>It is very easy, for example direct practice, doing yourself what the lecturer has previously conveyed from the theories. In addition, if something is not understood, you can immediately ask questions interactively with the lecturer concerned.</i>	

Source: Processed Data, 2020

Based on the results of the interview above, it can be concluded that face-to-face learning is highly and highly expected by students where they can receive the learning material delivered directly. Psychologically, the expression between Educators and Students can be seen directly, whether they are clear / understand or not. And if students are not clear they can ask, even ask questions several times until they understand the material properly. It is a little surprising that this face-to-face request is highly expected by students who during face-to-face lectures are late and even rarely enter, this was disclosed to the lecturer, almost every time online lectures were taking place.

This finding is reinforced by the results of research by Widiyono (2020) which found that online lectures are often identified with the many assignments given to students, resulting in an ineffective lecture process. Other results show that students are ready to face the new rules of the new normal live when lectures are held offline.

4.4. Perceptions of Distance Learning Barriers.

The online-based distance learning (PJJ) model that has been implemented in the Polnep Business Administration department since the covid 19 pandemics (around March 2020) has brought extraordinary changes to learning activities. Various obstacles and complaints were conveyed by both students and educators regarding this online learning model. To get more information about the obstacles faced by Educators and Students, the following are the results of the interview that the researcher presents in Table 7 below (INF 1-3 Educators and INF 4-6 Students):

Table 7.

Interview Results and Meaning

Regarding the Statement Regarding the Barriers Faced in PJJ

<i>No</i>	<i>Informant</i>	<i>Significant Statement</i>	<i>Formulated Meaning</i>
1.	INF-1	<i>Yes, as usual, the most common disruption of online lectures is like a signal, students run out of quota.</i>	The results of interviews with Educators show that the main obstacle for PJJ is the lack of

2.	INF-2	<i>It was difficult because we faced various communication barriers earlier, so the delivery of the material became a bit slower.</i>	direct interaction between teaching staff and students, so that the absorption of the material feels slow. Besides that, the problems that always occur are signals and quotas that are not available
3.	INF-3	<i>The obstacle in general is that there is no direct interaction between lecturers and students, which is important.</i>	
4.	INF-4	<i>Lack of understanding what was conveyed by the lecturer because sometimes the voice network barrier was intermittent and, for example, there was an unclear picture too</i>	Meanwhile, the obstacles obtained from students related to PJJ are that it becomes more difficult to understand the material presented by the Educators, especially for Teachers who only provide material without any interaction and explanation with students. In addition, network problems are often disconnected, cellphone / laptop specifications that do not support and there is no quota.
5.	INF-5	<i>We do not understand the material especially if the lecturer only provides material without explaining it, assigns only assignments. Network (internet connection), quota, cellphone not supported</i>	
6.	INF-6	<i>Network (internet connection), quota, cellphone not supported, laptop</i>	

Source: Processed Data, 2020

The various obstacles faced by both educators and students need to be addressed wisely. This is because the learning process still has to go on, even though the online-based learning model has not been fully compatible with the learning model at the Polytechnic so far.

With the various obstacles mentioned above, online learning has several impacts, especially on students, namely online learning is still confusing, students become passive, less creative and productive, accumulation of information/concepts on students which then feels burdensome and less useful, and finally students experience stress (Argaheni, 2020).

The results of other studies also show almost the same obstacles. Maulana and Hamidi (2020) find that online learning is still constrained by limited internet access, especially in rural areas, and the limited economic conditions of students so that they do not have the ability to procure / buy adequate devices to access applications for online learning.

4.5. Perceptions of the Sustainability of Online-Based Distance Learning Models in Polnep

In this study, the researcher also digs up information related to whether Educators and Students will continue to maintain an online-based distance learning model, even though face-to-face learning will be allowed later. The results of the researcher interviews are presented in Table 8 (INF 1-3 Educators and INF 4-6 Students) as follows:

Table 8.
Interview Results and Meaning
Regarding the Statement Regarding the Sustainability of PJJ

<i>No</i>	<i>Informant</i>	<i>Significant Statement</i>	<i>Formulated Meaning</i>
1.	INF-1	<i>In my opinion, face-to-face lectures are more effective, so when face-to-face is allowed, I prefer face-to-face lectures.</i>	The results of interviews with educators show that face-to-face learning is still the main choice. Even if the Educators use PJJ they are forced only because of circumstances.
2.	INF-2	<i>I will only do online learning as long as my students want it, so will face-to-face learning.</i>	
3.	INF-3	<i>As long as the pandemic period is still ongoing, online-based learning must be maintained. But when this pandemic is over, in my opinion, the right learning for vocational education is face-to-face.</i>	
4.	INF-4	<i>Disagree, more better face-to-face, more understandable, more cost effective, reduces tasks.</i>	Meanwhile, students' perceptions regarding the sustainability of PJJ produced the same data that students hoped that after the pandemic ended they would be able to split face-to-face again as before, it would be easier to understand because it was more interactive, cost efficient, and the number of assignments would be reduced.
5.	INF-5	<i>Disagree, ineffective in delivering materials, quotas run out, and many tasks.</i>	
6.	INF-6	<i>Strongly disagree, it is better face to face so that if there are questions asked directly to the lecturer without having to think about a stable network or the right time to chat lecturers so they can ask, if face to face is more interactive and effective in my opinion.</i>	

Source: Processed Data, 2020

The information obtained from the interviews with the Educators and Students above shows that both students and educators are more happy and agree that learning is done face-to-face, but on the other hand they also understand the conditions.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusion

Based on on previous discussions, it can be concluded several conclusion related to the implementation of the online-based distance learning model. First, the PJJ learning model as a result of the COVID-19 pandemic which has been around for 9 months, in the Department of Business Administration Polnep cannot be implemented optimally, the material cannot be fully

understood by students and learning is not as easy as when face-to-face lectures have been carried out so far. This has an impact on the material attainment of the RPS. Moreover, Polnep is a vocational-based tertiary institution, where the practical process should be in the laboratory.

Second, in the application of this online-based PJJ learning model, students do not understand the material presented, especially by Educators who only provide material without sufficient interaction and explanation regarding the material with students. Apart from that, network problems are often disconnected, cellphone/laptop specifications that do not support and tuition fees are noticeably more expensive.

And Third, students and educators really hope that the pandemic will end soon, so that learning can be carried out face-to-face. The reason for the teaching staff is that vocational education must be done face-to-face. Meanwhile, according to students with face-to-face learning the interaction between educators and students will be more effective without having to depend on quotas and network problems.

5.2. Recommendations

Given that the Covid 19 pandemic period is difficult to predict when it will end, and both parties, both Educators and Students, are facing various obstacles / difficulties, so both parties need to respond wisely so that learning activities at universities, especially vocational universities, can run effectively. For this reason, there are several suggestions for both of Lectures and Students. First, online-based Distance Learning (PJJ) really requires the packaging of teaching materials and types of applications that allow more active interaction between Educators and Students.

Second, for a full practical course that "forces" both parties to be in the Laboratory, then the discipline of the Health Protocol (ProKes) must be high for both parties. And the Department must provide various health protocol needs that are required.

And third, online-based distance learning (PJJ) learning model also demands an active role from students, not only accepting teaching materials / materials, but also needing to improve communication to Educators (Lecturers) which can be done by utilizing various possible communication channels. And for that, Educators must also open themselves to take an active role, every time students need direction or explanation.

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