ATTITUDES AND READINESS OF TOURISM STUDENTS IN INDONESIA ON ONLINE LEARNING

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Abstract: *Online learning is carried out in all higher education after the COVID-19 pandemic. The online learning causes forced online learning preparation. The research aimed to discuss student attitudes about online learning, student readiness to learn online, and the influence of student attitudes about online learning on student readiness to learn online. The research method was descriptive quantitative, and the sample was chosen by simple random sampling. The data were obtained from 311 students of the hospitality management diploma 4 of academic year 2017 to 2020 at one of the tourism school in Indonesia who had to carry out online learning. The collected data were analyzed using descriptive analisis, simple linear regression analisis and t-test. The result of the mean analisis showed that students do not like online learning even though they have readiness to learn online. This result contradicted the results of the simple linear regression analisis and t-test which concluded that students 'attitudes of online learning positively and significantly affected students' readiness to learn online. The study implication that it is necessary to create efforts to change the attitude of being less accepting of online learning activities into an attitude of accepting online learning for students.*

Keywords*: attitude, readiness, online learning, tourism students.*

Abstrak: Belajar *online* dilaksanakan di seluruh pendidikan tinggi pasca pandemic COVID-19. Keharusan belajar *online* ini menyebabkan persiapan belajar *online* serba dipaksakan. Tujuan penelitian untuk mendiskusikan sikap mahasiswa terhadap belajar *online*, kesiapan mahasiswa belajar *online*, serta pengaruh sikap mahasiswa belajar *online* terhadap kesiapan mahasiswa belajar *online*. Data diperoleh dari 311 mahasiswa program studi diploma 4 Pengelolaan Perhotelan angkatan 2017 sampai dengan 2020 di salah satu Perguruan Tinggi Pariwisata di Indonesia yang harus melaksanakan belajar online. Metode penelitian menggunakan descriptive kuantitatif dan sampel dipilih secara *simple random sampling*. Data yang terkumpul dianalisis menggunakan analisis deskristif, regresi linier sederhana dan uji-t. Hasil penelitian menunjukkan bahwa mahasiswa bersikap kurang menyukai belajar *online* walaupun memiliki kesiapan untuk belajar *online*. Hasil ini bertentangan dengan hasil analisis regresi linier sederhana dan uji-t yang menyimpulkan bahwa sikap mahasiswa terhadap belajar *online* secara positif dan signifikan mempengaruhi kesiapan mahasiswa untuk belajar *online*. Implikasi dari hasil penelitian ini adalah perlu dilakukan upaya-upaya yang dapat mengubah sikap kurang menerima kegiatan belajar online menjadi sikap menerima belajar online pada mahasiswa.

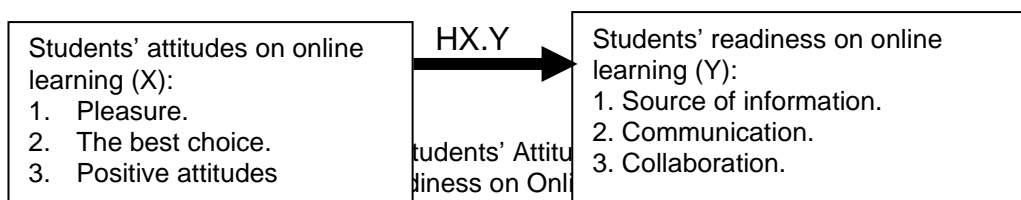**Kata kunci**: sikap, kesiapan, belajar *online*, mahasiswa pariwisata.

INTRODUCTION

The use of information and communication technology (ICT) in education has been widely used (Tam et al. 2017). The learning result of online learning is better than the learning result of conventional learning (Nada, Yasin, and Arif,2020; Nasution dan Nurulah,2017), and online learning is the best choice during the COVID-19 pandemic (Cutri and Mena 2020). In several developed countries such as Germany, South Africa, USA, Taiwan, Hong Kong, the online learning process is not new along with technological developments and the ease of internet access (Martin, Ahlgrim-delzell, and Budhrani 2017). However, there are still challenges related to online learning readiness. One of them is the absence of a standard method in designing online learning (Davis, Gough, and Taylor 2020). Research on students in Germany shows that students have good readiness in terms of the availability of physical devices (such as equipment availability, online learning experiences, and skills to operate online learning applications), but students show unpreparedness related to feelings (such as anxiety, tension, multiple tasks, feel alone) (Händel et al. 2020). The readiness of open university students in South Africa shows that gender, age, and employment status as well as the technology tools used affect students' online learning readiness (Firat and Bozkurt 2020). Regarding gender, research on students in the USA shows that female students have better ability to organize themselves in online learning activities compared to male students, so they have better learning achievement (Volchok 2019). Research on the existence of differences in learning attitudes based on age shows that students aged under 45 have lower readiness than students aged over 45 years (Barczyk et al. 2017). The challenge faced by online learning among students in Taiwan is that students feel uncomfortable and become less confident in the online learning process if the technology used is not suitable (Warden et al. 2020). Research on university students in Australia shows that students like the FaceBook device as social media in online learning (Connolly, Willis, and Lloyd 2019). Online learning activities can meet the needs of students in Hong Kong in terms of autonomy and competency achievement but cannot meet social needs and learning motivation (Wong 2020). Online learning readiness in this study uses indicators of mastery of obtaining information sources, opportunities to communicate with classmates, and collaborate.

Learning online in Indonesia is an option triggered by the COVID-19 pandemic. Tourism Vocational Higher education uses 100 percent online learning for theoretical courses. This situation has never been done before by the Diploma 4 Hospitality Management study program (Prodi D4 PP), so there is no analysis of the attitudes of D4 PP Study Program students about online learning, as well as the readiness of D4 PP Study Program students in online learning. D4 PP is related to attitudes towards the readiness of D4 PP Study Program students about online learning. By understanding the attitudes and readiness of D4 PP study program students related to online learning, hopefully management, support staff, and educators in D4 PP Study Program can take further strategic steps to improve online learning preparation.

Student attitudes towards online learning activities include anxiety about the technology used, lack of confidence in using technology in online learning activities, and dislike of online learning. These three obstacles can be reduced by implementing Online Collaborative Learning (OCL) (Magen-nagar and Shonfeld 2017). Positive perceptions and self-readiness to learn online affect student learning achievement and learning satisfaction (Wei and Chou 2020). Online learning achievement is also influenced by student trust of the instructor (lecturer) (Leighton, Tang, and Guo 2017). Communication that can be done in online learning is providing feedback on student assignments (Delante 2017). In addition, online learning can use discussion forums using games or video (Riyanto and Yunani,2020) so that students are able to practice working in groups, make decisions, reach agreements, and overcome uncertainties (Hernández-lara, Serradell-lópez, and Hernández-lara 2018). Another thing that can be done to encourage the spirit of online learning is to apply the concept of Massive Open Online Courses (MOOCs), namely by holding webinars attended by keynote speakers or participants from various countries (Annaraud and Singh 2017). This activity can be inserted in one of the online learning program sessions. Students also tend to prefer learning online by using social media (Moghavvemi, Paramanathan, and Rahin 2017), such as Instagram for writing practices (Nurdiansyah and R. Abdulraman,2020). Another thing that is no less important for fostering student motivation to learn online is the support of students' parents. They must monitor their children's online learning activities. It is particularly good if the institution provides an explanation to students' parents about online learning activities that are implemented on campus (Kong 2017). Indicators of student attitudes towards online learning include the pleasure of learning online, considering online learning as the

best choice, as well as students' positive attitudes of online learning. The purpose of this study was to discuss the attitudes of students on online learning, the readiness of students on online learning, and the impact of students attitudes on online learning towards their online learning readiness. The research framework can be seen in Figure 1.

| Students' attitudes on online learning (X):
1. Pleasure.
2. The best choice.
3. Positive attitudes | **HX.Y** →
tudents' Attitu
diness on Onl | Students' readiness on online learning (Y):
1. Source of information.
2. Communication.
3. Collaboration. |

Hypothesis X.Y (HX.Y):

Ho   Students' attitudes on online learning (X) does not influence students' readiness (Y) on online learning positively and significantly.

Ha   Students' attitudes on online learning (X) influences students' readiness (Y) on online learning positively and significantly.

METHOD

The research method is descriptive quantitative. The population is 1,206 diploma students in hospitality management class 2017-2020 in Indonesia. The sample was selected by simple random sampling. Students who became the unit of analysis were students who returned the questionnaire. They were 311 students. The questionnaires were distributed by online from September to December 2020. The questionnaire was divided into 2 (two) parts. The first part is an entry to get the respondent's data (gender, age, and year batch). In the second part, it is an entry to obtain respondents' perceptions about student attitudes and student readiness in the online learning process. The answer choices use a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = quite agree, 4 = agree, and 5 = strongly agree). The independent variable (X) in this study is students' attitudes about online learning, while the dependent variable (Y) is the readiness of students in online learning activities. Indicators and measurement of respondent profiles, variable student attitudes about online learning, and variables of student readiness to learn online can be seen in table 1.

The instrument validity was assessed by Pearson Correlation, and the instrument reliability was assessed by Cronbach Alpha. Data was analyzed by descriptive analysis, correlation analysis, simple linear regression analysis, and t-test in sig. 5% (=0.05). If r-count> r-table, then the statement is valid. Meanwhile, the instruments reliability was calculated the Cronbach 'Alpha value. The basis for decision making in the instrument reliability is:

1. If the Cronbach's Alpha value is> 0.60 then the statement on the questionnaire is declared reliable or consistent.
2. If the Cronbach's Alpha value is <0.60, the questionnaire statement is declared unreliable or inconsistent.

The assessment interval of the mean analysis is measured using the formula for the size of the location, the equation is: L = [k (n + 1)] / n, where k = the size of the location to… .. n = the number of Likert measurement scales, the value range is obtained:

Maximum value of 1: [1 (5 + 1)] / 5 = 6/5 = 1.20.
Maximum 2nd score: [2 (5 + 1)] / 5 = 12/5 = 2.40.
Maximum 3rd value: [3 (5 + 1)] / 5 = 18/5 = 3.60.
Maximum 4th value: [4 (5 + 1)] / 5 = 24/5 = 4.80.

The mean analysis indicators for the variable of student attitudes about online learning and student readiness to learn online are shown in table 1.

Table 1. Mean Analysis Indicators with a 5-Point Likert Scale.

Value Range	Variable of Student Attitudes about Online Learning	Student Readiness Variable for Online Learning
1,00 – 1,20	Strongly negative	Strongly Unprepared
1,21 – 2,40	Negative	Unprepared
2,41 - < 3,60	Neutral	Neutral
3,61 - < 4,80	Positive	Ready
4,81 – 5,00	Strongly positive	Strongly ready

Correlation analysis is intended to discuss the relationship between variables. Correlation analysis is calculated by looking for the Pearson Correlations value. If the Pearson Correlations value> 0.5, the relationship between variables is strong. The closer to the value 1, the stronger the relationship. Signs (+) or (-) indicate the direction of the relationship between variables. The sign (+) indicates unidirectional relationships, while the sign (-) indicates unidirectional relationships (Astuti,2017).

Simple linear regression analysis is used to calculate the determination coefisien, create regression equations, and the t-test. The determination coefisien was carried out to see the students' attitudes on online learning contribution to students' readiness on online learning. The R-Square value is the value that can be used to predict the contribution of students' attitudes on online learning to students' readiness on online learning. The regression equation is used to see the effect of students' attitude variables on online learning to students' readiness on online learning. The (+) sign in the regression equation shows the direction of the relationship between the students' attitude on online learning and students' readiness on online learning. The sign (+) indicates unidirectional relationships, while the sign (-) indicates opposite relationships. The simple linear regression equation is:

$$Y = a + bX$$

Y = students' attitudes on online learning.
a = constant value.
b = constant value
X = students' readiness on online learning.

The t-test is performed to test the hypothesis. Hypothesis testing criteria, are:

Ho is accepted or Ha is rejected if t-table ≤ tcount ≤ ttable. (There is no positive and significant influence between students' attitudes on online learning to students' readiness on online learning).

Ho is rejected or Ha is accepted if tcount <t-table or tcount> ttable. (There is a positive and significant influence between students' attitudes on online learning to students' readiness on online learning).

The influence between variables is significant if the significant value of students' attitudes on online learning to students' readiness on online learning (after being analyzed) <0.05. The analysis in this study uses IBM SPSS Statistics 25.

RESULTS

Instruments of Validity and reliability
The instrument validity was carried out on each statement of the students' attitudes on online learning (X), and each statement of the students' readiness on online learning (Y). The "Correlation" analysis result with sig. (2-tailed) obtained r count (Pearson Correlation value) for statements on both variables ranging from 0.795 to 0.916. The R table for N = 311 at 5% significance, is 0.113. The value of r count (between 0.795 to 0.916)> r table (0.113), then all statements of students' attitudes on online learning (X) and students' readiness on online learning (Y) are valid. Thus, all statements to measure the two variables are able measure what you want to measure (Taherdoost 2018). Instrument reliability on the statements of the two variables -students' attitudes on online learning and students' readiness on online learning-, used an assessment indicator: if Cronbach's Alpha value> 0.60 then the statement on the questionnaire was declared reliable or consistent, if Cronbach's Alpha value <0.60 then the questionnaire statement is declared unreliable or inconsistent. The Cronbach's alpha value of students' attitudes on online learning is 0.836, and students' readiness on online learning is 0.822> 0.60. They mean that all statements on both variables are reliable or each statement when

asked again produces consistent answers (Taherdoost 2018). The results of the instruments' validity and reliability can be seen in table 2.

Table 2. The Results of Instruments' Validity and Reliability Statement on Students' Attitudes on Online Learning and Students' Readiness on Online Learning.

Variable	Pearson Correlation	Cronbach's Alpha (CA)	r-Tabel	Reliable if CA>0,60	Remarks
Student attitudes on online learning (X)					
I love doing online learning.	0,907		0,113		Valid
Online learning is the best way.	0,916				
Online learning is a wise decision.	0,826				
Online learning is more fun.	0,864				
Students' readiness on online learning (Y)					
I know how to quickly get sources of information to understand a course.		0,773		>0,60	Reliable
I can exchange lecture materials with classmates.		0,823			
I can exchange lecture materials with classmates.		0,845			
I can collaborate online with classmates.		0,844			

Uji deskriptif (frekuensi dan mean)

The descriptive analysis in this study includes frequency analysis and mean analysis. The frequency analysis of the respondents' profile can be seen in table 3. Respondents' data shows that the number of female respondents is more dominant than male students. In Indonesia, the number of female residents is greater than the male population (Central Statistics Agency, 2018-2020). So, it should be understood why the respondents in this study were dominated by female respondents. Furthermore, it is also seen that the respondents are the most students at the age of 19 years or less than 19 years (i.e., 18 years). This condition illustrates that most research respondents are in the first-year student group. The courses that are followed by first year students are theoretical courses. The theory courses are delivered online. Meanwhile, second year students have practical subjects and a few theoretical courses. The third and fourth semester students are doing industrial work practice. Thus, students who have sufficient opportunity to fill out the questionnaire are first-year students.

Table 4. Respondents Profile

No.	Description		Percentage
1	Gender	Male	38.6 %
		Female	61.4 %
2	Age	<= 19 years old	65 %
		20 years old	24.8 %
		21 years old	8.4 %
		22 years old	1.6 %
		23 years old	0.2 %
3	Year	The 1st year	44.4 %
		The 2nd year	33.4 %
		The 3rd year	19.6 %
		The 4th year	2.6 %

The frequency and mean analysis students' attitudes on online learning and students' readiness on online learning can be seen in table 4.

Table 4. The Variable Frequency of Student Attitudes and Readiness to Online Learning.

No.	Variable/Statements	SD	D	QA	A	SA	*Mean*
				Percentage (%)			
Students' attitudes on online learning (X)							**2,83**
Pleasure							
1	I love doing online learning.	17	26,7	28,9	14,5	12,9	**2,79**
The best choice							
2	Online learning is the best way.	20,6	30,9	28,9	12,5	7,1	**2,55**
3	Online learning is a wise decision.	**6,1**	21,2	**37,3**	19,6	15,8	3,18
Positive attitude							
4	Learning online is more fun.	29,3	26,7	25,7	11,9	6,4	2,40
Students' readiness on online learning (Y)							**3,78**
Sources of information							
5	I know how to get sources of information quickly to understand a course.	4,5	12,2	36	34,1	13,2	**3,39**
Communication							
6	I can communicate with classmates directly (via WA or video conference).	1,6	7,1	21,2	**37,6**	32,5	**3,92**
7	I can exchange lecture materials with classmates.	2,6	6,8	28,9	37	24,8	3,75
Collaboration							
8	I can collaborate online with classmates.	2,9	8,7	30,9	33,1	24,4	3,68

SD=Strongly Disagree;D=Disagree;QA=Quite Agree; A=Agree; SA=Strongly Agree.

Based on the data, the highest percentage frequency (37.3%) is the respondents who stated 'Disagree' that online learning is a wise decision. This implies that respondents stated that online learning was less prudent. In the students' readiness on online learning variable, the respondents' highest answer was the perception of 'Disagree' for the statement I can communicate directly with classmates (via WhatsApp / WA or video

conference). This implies that respondents think they are less able to communicate directly with classmates either through WA or via video conference.

Average mean analysis shows that the overall students' attitudes on online learning is in the 'Dislikes' category (mean 2.83). The lowest mean of students' attitudes on online learning is the statement "Online learning is the best way" (mean 2.55). This value means that respondents do not like online learning and think online learning is not the best way to study. The highest mean is in the statement "I enjoy doing online learning" (mean 2.79). This result implies that respondents are less likely on online learning. Meanwhile, the students' readiness on online learning showed 'Ready' (mean 3.78). The lowest mean (3.39) is an assessment for the statement 'I know how to get sources of information quickly to understand the course'. This shows that the respondents are not ready to get information sources quickly to understand the courses that are given online. However, respondents stated that they were ready for the statement "I can communicate directly with classmates (via WA or video conference)" (mean 3.92).

Correlation analysis result
Correlation analysis shows that students' attitudes on online learning towards students' readiness on online learning have a strong relationship (Pearson Correlation = 0.634) because the Pearson Correlation value is greater than 0.5.

Simple linear regression analysis result
Table 5 shows the results of R Square, simple linear regression analysis, and t-test.

Table 5. Simple Linear Regression Analysis Result

Variable	Regression Coefficient	t	Sig.
Constant	9,270		
X (Student attitudes on online learning)	0,501	14,396	0,000
R Square = 0,401			

a. Dependent Variable: Total Student Readiness to Learn Online

Simple linear regression analysis yields an R Square of 40%. This result indicates that the contribution of students' attitudes on online learning (X) to students' readiness on online learning (Y) is 40%, while 60% is due to other factors not examined in this study. This simple linear regression analysis also produces the following equation: Y = 9.270 + 0.501X, where 9.270 is a constant, X is a variable of students' attitudes on online learning and Y is students' readiness on online learning. This equation can be interpreted that if the students didn't have positive attitudes on online learning or students' attitudes on online learning = zero, then the students'

readiness on online learning is 9.270 points. Furthermore, for each increase of 1 (one) point of positive attitudes on online learning, the students' readiness on online learning increases 0.501 points.

The t-test result is 14.396. If the value of tcount> ttable, then the student's attitudes on online learning affects students' readiness on online learning or Ho is rejected, and Ha is accepted. If the value of tcount <ttable, then the student's attitudes on online learning does not affect student readiness to study online or Ho is accepted, and Ha is rejected. The influence between variables is significant if the significant value of the students' attitudes on online learning (after being analyzed) <0.05. The level of significance (0.00) <0.05, the value of tcount (14.396)> ttable (1.960) is obtained, so Ho is rejected, and Ha is accepted or students' attitudes on online learning have a positive and significant effect on students' readiness on online learning. The higher the students' attitudes on online learning, the higher the students' readiness on online learning.

DISCUSSION

Students' attitudes on online learning and students' readiness on online learning tend to be negative result.

Student s' attitudes on online learning
Regarding students's attitudes on online learning, based on the results of research students have not accepted online learning activities. Students prefer to learn conventionally or face to face in class. Although the reason for organizing online learning is for supporting the Government's policy to implement physical distancing, students still have the attitudes that online learning is not wise decision. Online learning in Higher education are also carried out by other countries during the COVID-19 pandemic (Cutri and Mena,2020).

Students are already familiar with the use of internet technology (Martin et al., 2017), but based on the results of interviews their technology-related activities are not related to online learning. Their technological interactions are limited to order transportation, food, buy various necessities, or play games. Technological activities that do not intersect with online learning activities make lack of students' insights into online learning. This led to low self-confidence for learning online, and then feel anxious about not being able to understand the material presented and doing the assignments perfectly. Because on online learning, they are less able to ask directly to the lecturer if they don't understand. Even though the lecturer provided the opportunity to ask questions through the WA Group, some students feel reluctant to ask questions directly. Lack of information to operate the systems used for online learning (Davis et al., 2020), makes students feel uncomfortable and feel alone (Handel et al., 2020; Wong, 2020). In addition, there are quite a lot of students who do not have their own hardware facilities such

as laptops, while the system will be difficult to be opearated by using a mobile phone device. Most of students were late to submit assignments because they must share laptops with their parents or other siblings.

Most of the students are around 19 years old and do not have their own income to equip themselves with the necessary tools (Barczyk et al., 2017). If observed further, the online learning process which is the object of research does not maximize to use social media facilities. The only social media used is the WA application, research by Connoly at al. (2019) and Moghavvemi (2017) revealed that students like to learn online using social media applications, such as Instagram (Nurdiansyah and R. Abdulrahman,2020). In the future, it is necessary to look for other social media alternatives that can be used on online learning. The social media used by the 19- to 22-year-olds is a line application. Unfortunately, more educators use the WA application. The agreement regarding the use of social media must be planned well from the start before learning online starts by paying attention to the habits of using social media by students.

Students' readiness on online learning.
The results of the study show that students feel they have readiness to learn online, such as being able to find sources of course material and being able to communicate with classmates using the WA application or video conferencing. This situation is in line with the results of research by Annaraud and Singh (2017) which state that the webinar program is an effective way of learning online.

The relationship between students' attitudes on online learning and students' readiness on online learning is strong. So, it is necessary to make efforts to change student attitudes to be more accepting of online learning activities. If there is no concern, it will affect student learning outcomes (Wei and Chou 2020). The contribution of students' attitudes on online learning to students' readiness on online learning is quite large and students' attitudes on online learning have a positive and significant effect on students' readiness on online learning. Wei and Chou (2020) state that students' readiness on online learning can affect learning achievement. Thus, there needs to be an effort to foster a positive attitude in students. How to foster a positive attitude can be realized if there is collaboration between institutions, educators, and parents of students. The institution facilitates the socialization of online learning to students' parents so that parents understand on online learning activities carried out by students. Educators must be able to foster a sense of trust in students (Leighton et al., 2017). This sense of trust can be fostered by providing feedback on assignments performed by students (Delante, 2017), utilizing guiding discussion forums so that interaction occurs between students (Hernandez-lara et al., 2018), holding webinars by inviting foreign resource persons countries and international participants (Annaraud & Singh, 2017), make use of social media (Moghavvemi et al., 2017). Parents play a role in

monitoring the online learning process carried out by their children (Kong, 2017).

Considering that students' attitudes on online learning tend to be less accepting of online learning activities, it is necessary to have further research on the most effective way to foster positive perceptions about online learning. The limitation of this research is that it has not specifically examined the attitudes and readiness of students to study online from a point of view other than students, such as teachers or parents of students. In addition, further research can be in the form of analyzing factors that can facilitate student acceptance of online learning. The implication of the research result is that the teaching staff will further increase the socialization of how to get the right reading sources to understand the course material. The scientific article URL facility should be provided for educators and students so that they can access the latest literature to better understand the course material.

CONCLUSION

Students are less accepting of online learning activities and think that online learning is not the best way to learn in Higher education. However, students stated that they had readiness on online learning. Students stated that they had no difficulty communicating directly with fellow classmates (via WA and video conferencing), although they still found it difficult to find reading sources to understand course material. Students 'attitudes on online learning positively and significantly affect students' readiness on online learning.

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