

# The Effectiveness of Online and Offline Learning: Comparative Study at English Education Department University of Mataram

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Received : May 27, 2024

Revised : September 28, 2024

Accepted : September 30, 2024

Published: September 30, 2024

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DOI: [10.29303/jeef.v4i3.648](https://doi.org/10.29303/jeef.v4i3.648)

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**Abstract:** This thesis aims to find the effective implementations between online and offline learning and determine which learning mode is effective at the University of Mataram. This study focused on comparing the effectiveness of different modes of learning implementations based on students' perceptions. The subject of this study is the students at the English Education Department University of Mataram who had experience with online, offline, and blended learning in the class. The researcher analyzes data using mixed methods (qualitative and quantitative) according to Sugiyono (2017). In this thesis researcher chose the sixth semester, that frequently used between online and offline learning with five classes, and chose one class to observe consisting of 27 students, the researchers collected the data using two different instruments, there are questionnaires researcher collected data related to the effectiveness of online and offline learning using a closed-ended questionnaire and the second one is an interview that's researcher interviewed some students to know about students' perceptions of online and offline learning in the class. The result that the researcher compared was that offline learning was perceived to be a more effective learning mode this is shown by the higher agreement percentage in key aspects such as syllabus (58.3%), teaching method (44.4%), and discussion (48.1%). Moreover, the implementation of offline and online learning has various aspects in the learning process that can help a teacher and researcher in the future explore more pedagogical strategies and instruction design principles that promote effective offline and online learning experiences.

**Keywords:** online learning, offline learning, effectiveness.

## INTRODUCTION

During the past covid-19 pandemic period, teaching and learning methods underwent significant changes to adapt to the need for social distancing and remote learning. Some common methods that have been implemented such as online learning, hybrid learning, blended learning, self-paced learning, and virtual/remote laboratory Ożadowicz (2020). The choice of method varied depending on the course, student population, school, and many other factors. The key is that the methodologies are chosen and implemented in such a way as to ensure continuity of education and to meet the needs of all students Iglesias-Pradas et al. (2021).

The effectiveness of online and offline learning has been a topic of research for many years, with studies comparing the two modalities in various contexts, such as K-12 education, higher education, and corporate training. The results of these studies have been mixed, with some finding online learning to be as effective or even more effective than offline learning, while others have found offline learning to be more effective.

Online learning, also known as e-learning, is a form of education that utilizes technology, such as the internet, to deliver instruction and educational materials to students remotely. It can take many different forms, including synchronous (live) and asynchronous (self-paced) instruction, and can be used for both formal and informal learning Nugroho, (2020).

One of the main advantages of online learning is its flexibility and convenience, which allows students to learn at their own pace and from any location Muthuprasad et al. (2021). This is especially beneficial for students who may

have scheduling conflicts or live in remote areas. Online learning also provides students with a wide range of resources and materials, such as videos, simulations, and interactive activities. However, online learning can also have its challenges, such as the lack of face-to-face interaction with teachers and peers, and the need for self-motivation and discipline to stay on track.

On the other hand, offline learning, or traditional classroom-based instruction, can provide students with more structure and face-to-face interaction with teachers and peers, which can be beneficial for some students Asghar (2022). It can also offer opportunities for group work and hands-on activities. However, offline learning can also have its limitations, such as the need to be physically present in the classroom at specific times, and the lack of flexibility in terms of learning pace and location.

In recent years, with the increase of online learning due to the COVID-19 pandemic and remote learning becoming common in many schools, the number of research being conducted in this area has been increasing. Some studies have found online learning to be as effective or even more effective than offline learning Valentino et al. (2021), while others have found the opposite Leo et al. (2021). A few have found the effect depends on the subject, student population, and other factors.

The implementation of online and offline learning at the English Education Department at the University of Mataram may vary depending on the specific policies, resources, and infrastructure that are available at the university. However, in general, both online and offline learning can be implemented in a number of ways at the English Education Department.

For online learning, the university may use various types of technology to deliver instruction and educational materials to students remotely. This can include (1) video conferencing tools, such as Zoom, Google Meet, or Microsoft Teams, to conduct live-streamed classes or virtual office hours, (2) learning management systems, such as Blackboard, Canvas, or Moodle, to provide students with access to course materials, assignments, and assessments (3) digital resources, such as online textbooks, videos, and interactive activities, to supplement the instruction (Hodges et al., 2020).

For offline learning, the university may use traditional classroom-based instruction methods. This can include (1) face-to-face lectures, where students attend classes in person and listen to the teacher speak, (2) group work and hands-on activities, where students work together in small groups on projects, assignments, or activities (3) hands-on learning: lab works, field trips, research projects. The university may also implement blended or hybrid learning approach where students attend some classes in person and some classes online. This can provide a mix of in-person interaction and remote learning, while still adhering to social distancing guidelines.

It is important for the university to consider factors such as the quality of instruction, the resources and materials available, the students' learning styles and needs, and the specific context of the learning environment while planning and implementing the online and offline learning approach. It is also important to note that with the current pandemic situation, online learning have become more common and widely used in many universities as a mean to ensure continuity of education. Some universities have adopted online learning temporarily, whereas some have decided to continue with this approach for a longer time period.

Overall, the effectiveness of online and offline learning is a complex and nuanced topic that depends on a variety of factors, and different studies may have different results. Further research is needed to gain a more comprehensive understanding of how online and offline learning compare in different contexts. This study has been conducted to find out the students' perspective on the effectiveness of online and offline learning. So, the researcher chooses the title "The Effectiveness of Online and Offline Learning: Comparative Study at English Education Department University of Mataram".

## RESEARCH METHOD

This study used mixed-methods (both qualitative and quantitative). According to Terrel (2012), the mixed method is a study that combines two methods between qualitative and quantitative within dissimilar stages of the research process. Furthermore, according to Sugiyono (2017), mixed method is combining two methods between quantitative and qualitative in single research. So, the data obtained were more objective, reliable, and valid. In addition, the researcher chose the mixed methods because it gave point by point and complete information to accomplish the research objective and answer the research question.

The mixed method applied in this study due to the researcher intents to know the effectiveness of online and offline learning. The researcher collected the quantitative data

from the students' perception or perspective about online and offline learning. Then, the researcher analyzed the effectiveness from those learning method. Therefore, the data quantitative in this study were delivered statistic in form of percentage of students' responses. Moreover, the researcher collected and analyzed qualitative data in order to explain the implementation of online and offline learning in the class. This study was classified as mixed methodology research since the techniques of mixed in data analysis were used which analyses the effectiveness and the implementation of online and offline learning in the class.

The research was carried out at the English Education Department University of Mataram. This location was chosen due to this university was implement both online and offline learning in the class especially in English Education Department. The researcher collected the data with two different instruments.

The data collection in this study were questionnaires and interviews. The questionnaire was a closed-ended questionnaire created using Google Form. It was distributed to the students to answer a few questions. 27 students received the questionnaire, and all of students responded to it. The questions included names, personal contact numbers, emails, challenges using online and offline learning, how the teacher explains material in online and offline learning, the benefits obtained when learning to use both methods, and the achievements obtained after learning English using online and offline learning. The closed-ended questionnaire was based on the Likert scale, with 5 options which distinguishes SD (Strongly Disagree), D (Disagree), N (Neutral/Undecided), A (Agree), and SA (Strongly Agree). The researcher used a closed-ended questionnaire because the researcher wished for the students to express themselves directly on the effectiveness of online and offline learning. Therefore, the questionnaire was adopted from Najib and Mursidi (2022) which divided on the effectiveness of online and offline learning into 7 aspects such as Syllabus, Material, Media, Teaching Method, Assessment, Feedback and Discussion. The researcher used English in the questionnaire. The sixth semester could signify an intermediate level of English proficiency for the participants. By this stage, students might have sufficient language skills to comprehend the questions and provide meaningful responses. The researcher employed an interview as a data collection because the researcher employed a close-ended questionnaire, which means that participants could only answer explicitly whether they agreed or disagreed with the assertions provides in the questionnaire. Students were unable to communicate their ideas or opinions further. As a result, the researcher added an interview as an instrument to round out the data. The researcher conducted interviews in the research to gather qualitative data and gain insights into the perspectives, experiences, and attitudes of the participants regarding the effectiveness of online and offline learning. In this study, researcher interviewed 5 students of English Education Department of Mataram University. This interview was used to know students' perspectives, experiences, and attitudes regarding to the effectiveness of online and offline learning. The students were interviewed so that the they could share her thoughts on effectiveness of online and offline learning in greater depth. The questions in interview consisted of several questions which

the question related to the effectiveness of online and offline learning which was adopted from Amin et al. (2022) about Effectiveness of Online & Offline Learning among Higher Education Students. The interview was conducted after questionnaire was done. Furthermore, the students' responses in the interview process supported the data in the questionnaire.

Analyzing data is a process of compiling or organizing data. In this study, the researcher divided data analysis into two: analyzing quantitative data from questionnaires and analyzing qualitative data from observation and interviews. First, the data from the questionnaires were analyzed using descriptive statistics, and interview findings were coded and analyzed to support the findings of the questionnaire. The researcher analyzed quantitative data in the form of percentages using the formula:

$$P = f/N \times 100\%$$

Where :

P : Percentage of students' responses (%)

f : Frequency

N : Total number of respondents

Secondly, to analyze qualitative data, the researcher used data from the interview to enhance the results of the quantitative data obtained from the questionnaire. This process involved three key steps:

1. **Data Condensation:** The researcher selected relevant data collected during the study based on students' responses. The data were then classified and simplified.
2. **Data Display:** According to Miles, Huberman, and Saldana (2014:13), "a display is an orderly, compacted assemblage of information that allows for conclusion drawing and action." In this step, the researcher presented a structured collection of the information, facilitating the drawing of potential conclusions. Since the qualitative data was typically descriptive, organizing it in this manner made the findings clearer.
3. **Conclusion Drawing/Verification:** Miles, Huberman, and Saldana (2014:14) state that conclusion drawing involves stepping back to reflect on the meaning of the analyzed data and assess its implications for the research questions. Verification, closely linked to conclusion drawing, involves revisiting the data as often as necessary to cross-check or confirm emerging conclusions. In other words, the researcher formulated conclusions supported by strong evidence gathered during data collection.

## RESULT AND DISCUSSION

The result of this study aligns with the research focus mentioned in the initial section. The researcher collected the data with two different instruments. The data collection in this study were questionnaires and interviews, the questionnaire was adopted from Najib and Mursidi (2022) which divided the effectiveness of online and offline learning into 7 aspects such as Syllabus, Material, Media, Teaching Method, Assessment, Feedback and Discussion.

Online learning, also known as e-learning, is a form of education that utilizes technology, such as the internet, to deliver instruction and educational materials to students

remotely. It can take many different forms, including synchronous (live) and asynchronous (self-paced) instruction, and can be used for both formal and informal learning Nugroho, (2020).

One of the main advantages of online learning is its flexibility and convenience, which allows students to learn at their own pace and from any location (Muthuprasad et al. 2021). This is especially beneficial for students who may have scheduling conflicts or live in remote areas. Online learning also provides students with a wide range of resources and materials, such as videos, simulations, and interactive activities. However, online learning can also have its challenges, such as the lack of face-to-face interaction with teachers and peers, and the need for self-motivation and discipline to stay on track.

Based on the result of this study, the effectiveness of online learning in this study is divided into 7 aspects. The data suggests that students tend to adopt a neutral viewpoint on the elements of the online learning syllabus, with the "Neutral" category reaching the highest average at 42.6%. This implies that there might be room for improvement or further engagement with the syllabus content to enhance its effectiveness. There is a prevailing inclination towards agreement regarding the materials used in online learning, with the "Agree" category reaching the highest average at 48.1%. This indicates that students generally find the materials satisfactory, which contributes positively to the effectiveness of online learning. Similarly, there is a prevailing inclination towards agreement regarding the media used in online learning, with the "Agree" category reaching the highest average at 48.1%. This suggests that the choice and utilization of media in online learning are generally effective in supporting learning outcomes.

The data shows a prevailing inclination towards agreement and neutrality in teaching methods, with the "Neutral" category reaching the highest average at 42.6%. While this suggests that there might be areas where teaching methods could be improved, it also indicates a generally acceptable level of effectiveness in delivering course content. The average responses suggest an overall inclination towards agreement in assessment methods, particularly reaching the highest average at 43.5%. This implies that the assessment strategies employed in online learning are generally perceived as effective in evaluating student understanding and progress. The data reveals a relatively balanced perspective on feedback, with a slight inclination towards agreement (45.4%) and neutrality (46.3%) across all items. This indicates that while feedback mechanisms are generally effective, there might be areas where improvements could be made to enhance their impact on student learning and performance. The calculated averages show a balanced perspective on discussions, with a slight inclination towards agreement (44.4%) and neutrality (43.5%) across all items. This suggests that online discussions are generally perceived as effective in facilitating student interaction and engagement, although there is room for improvement in certain areas.

Overall, the effectiveness of online learning, as indicated by the data across these seven aspects, appears to be mixed. While certain aspects such as materials, media, and assessment methods are generally perceived as effective, there

are areas such as syllabus design and teaching methods where improvements could potentially enhance the overall efficacy of online learning experiences.

Research by Basar et al., (2021) supports the result of this study. The finding showed that Only 41.5% (n=41) of the participants expressed motivation towards online learning. This highlights the inefficiency of online learning when compared to traditional classroom instruction. Regarding their capability to fulfil group tasks through online learning, there was a moderate level of agreement (66.7%, n=66). Meanwhile, Rojabi (2020) found that the utilization of online classes plays a pivotal role in shaping an enriched learning experience for students. Within the scope of this study, a significant portion of respondents expressed overwhelmingly positive sentiments towards the learning environment fostered by online classes. This favorable perception can be largely attributed to the comprehensive features and functionalities offered. The platform's versatility in delivering instructional materials, multimedia resources, and assessment tools empowers students to engage with course content in dynamic and interactive ways. Through the integration of various multimedia elements such as video lectures, digital textbooks, and interactive simulations, online learning facilitates diverse learning experiences that cater to different learning styles and preferences.

In contrast, research on the perception of health sciences students regarding their experience, satisfaction, and challenges with online learning compared to offline learning conducted by Maheshwari et al., (2022) provided total of 474 students participated in the survey close to 56.3% (267) of them expressed dissatisfaction with the online learning program. Approximately 62.2% (294) of the students indicated that online learning failed to capture their interest. Students found it challenging to grasp the assigned syllabus during online lectures. They acknowledged that online learning tended to be distracting, consume more time, and lacked an optimal learning pace. The research by Almekhlafy (2020) also provided the result for dissatisfaction with the online learning. Among the challenges highlighted by the participants were difficulties in comprehending the assigned syllabus during online lectures. Moreover, students voiced concerns regarding the distracting nature of online learning, which often resulted in increased time consumption and a perceived lack of an optimal learning pace.

Offline learning (face-to-face) is a learning model that is still being carried out and is very often used in the learning process. Face-to-face learning is a form of conventional learning model, which seeks to convey knowledge to students. Offline learning brings together teachers and students in one room to learn. Offline learning has characteristics, namely planned, place-based and social interaction.

Based on the result of this study, the effectiveness of offline learning in this study divided into 7 aspects. Based on the data provided, the implementation of offline learning appears to be generally effective across the seven aspects assessed in the research: In syllabus, the calculated averages suggest a predominantly positive perspective, with 58.3% in agreement and 24.1% adopting a neutral stance. This indicates that the syllabus in offline learning is perceived positively, reflecting a well-structured and engaging curriculum. In

material, the calculated averages also indicate a predominantly positive perspective, with 56.5% in agreement and 32.4% adopting a neutral stance. This suggests that the materials used in offline learning are generally well-received, contributing to the effectiveness of the learning experience. In media, the calculated averages suggest a generally positive perspective, with 50.0% in agreement and 36.1% adopting a neutral stance. This implies that the media employed in offline learning is perceived positively, supporting the overall learning process. In teaching method, the calculated averages indicate a generally positive perspective, with 44.4% in agreement and 34.3% adopting a neutral stance. This suggests that the teaching methods in offline learning are effective, contributing to a positive learning experience. In assessment, the calculated averages indicate a generally positive perspective, with 45.4% in agreement and 44.4% adopting a neutral stance. This implies that the assessment methods in offline learning are perceived positively, effectively measuring student understanding and progress. In feedback, the calculated averages indicate a generally positive perspective, with 41.7% in agreement and 45.4% adopting a neutral stance. This suggests that the feedback mechanisms in offline learning are generally effective in providing valuable insights to students. In discussion, the calculated averages indicate a generally positive perspective, with 48.1% in agreement and 34.3% adopting a neutral stance. This implies that discussions in offline learning are perceived positively, facilitating interaction and engagement among students.

Overall, based on the data provided, the implementation of offline learning appears to be effective across various aspects, with participants generally expressing positive perceptions and attitudes towards syllabus, materials, teaching methods, assessment, feedback, media usage, and discussions in offline learning environments.

Based on the result of this study, more effective learning mode was offline learning due to the higher agreement percentages in key aspects such as syllabus (58.3%), teaching method (44.4%), and discussion (48.1%). Offline learning seemed to resonate more with the participants in these crucial elements of the educational experience. The preference for offline learning in these categories may indicate a perceived effectiveness and satisfaction among respondents.

Students prefer offline learning because offline learning offers numerous advantages and positive aspects, including direct interaction between instructors and students, improved comprehension of material, enhanced communication, and increased student engagement and focus during learning sessions. In contrast, online learning has proven to be ineffective due to several factors, such as the inability for instructors and students to meet in person, various challenges encountered during online classes such as network issues and unclear audio, difficulty in accepting material presented solely through virtual media, and a lack of effective communication between instructors and students.

In contrast, the research conducted by Almekhlafy (2020) unveiled a notable preference among students for online learning over traditional offline methods, citing several compelling reasons for this inclination. Among the factors contributing to this preference is the convenience and flexibility afforded by online learning platforms. Students

appreciate the ability to access course materials and participate in classes from any location with internet connectivity, enabling them to tailor their learning experience to suit their individual schedules and commitments. Also, Khusniyah and Hakim (2019) found that positive perception of online learning among students. Khusniyah and Hakim's study indicated a favorable attitude towards online learning modalities. This discrepancy highlights the diversity of perspectives among learners regarding their preferred mode of learning. Khusniyah and Hakim's findings imply that certain students perceive online learning as effective and beneficial, possibly due to factors such as flexibility, accessibility, or interactive features offered by online platforms. Such variations in perceptions underscore the importance of considering individual preferences and needs when designing and implementing educational programs.

## CONCLUSION

Based on the result of this study, the researcher concluded that the implementation of online learning appears to be effective across various aspects, with participants generally expressing positive perceptions and attitudes towards materials, media, and assessment methods. The implementation of offline learning appears to be effective across various aspects, with participants generally expressing positive perceptions and attitudes towards syllabus, materials, teaching methods, assessment, feedback, media usage, and discussions in offline learning environments, when compared, offline learning was perceived to be the more effective learning mode. This was shown by the higher agreement percentages in key aspects such as syllabus (58.3%), teaching method (44.4%), and discussion (48.1%). To further validate these findings, future research could incorporate a mixed-methods approach, combining quantitative measures with qualitative insights to deepen understanding of student experiences in both online and offline settings. Additionally, longitudinal studies could explore how perceptions and effectiveness evolve over time, particularly in relation to varying subjects or demographics. Expanding the sample size and diversity could also enhance the generalizability of the results, providing a more comprehensive picture of the effectiveness of different learning modalities in diverse educational contexts.

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