

**A THESIS**

**THE COMPARISON BETWEEN STUDENTS' LEARNING OUTCOMES IN  
OFFLINE AND ONLINE LEARNING AT SMK NEGERI 3 PINRANG**



**2021**

**THE COMPARISON BETWEEN STUDENTS' LEARNING OUTCOMES IN  
OFFLINE AND ONLINE LEARNING AT SMK NEGERI 3 PINRANG**



By

**RISKA RAMDANI**  
**Reg Num. 17.1300.042**

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic  
Institute of Parepare in Partial of Fulfilment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)

**PAREPARE**  
**ENGLISH EDUCATION PROGRAM**  
**TARBIYAH FACULTY**  
**STATE ISLAMIC INSTITUTE (IAIN)**  
**PAREPARE**

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**To**

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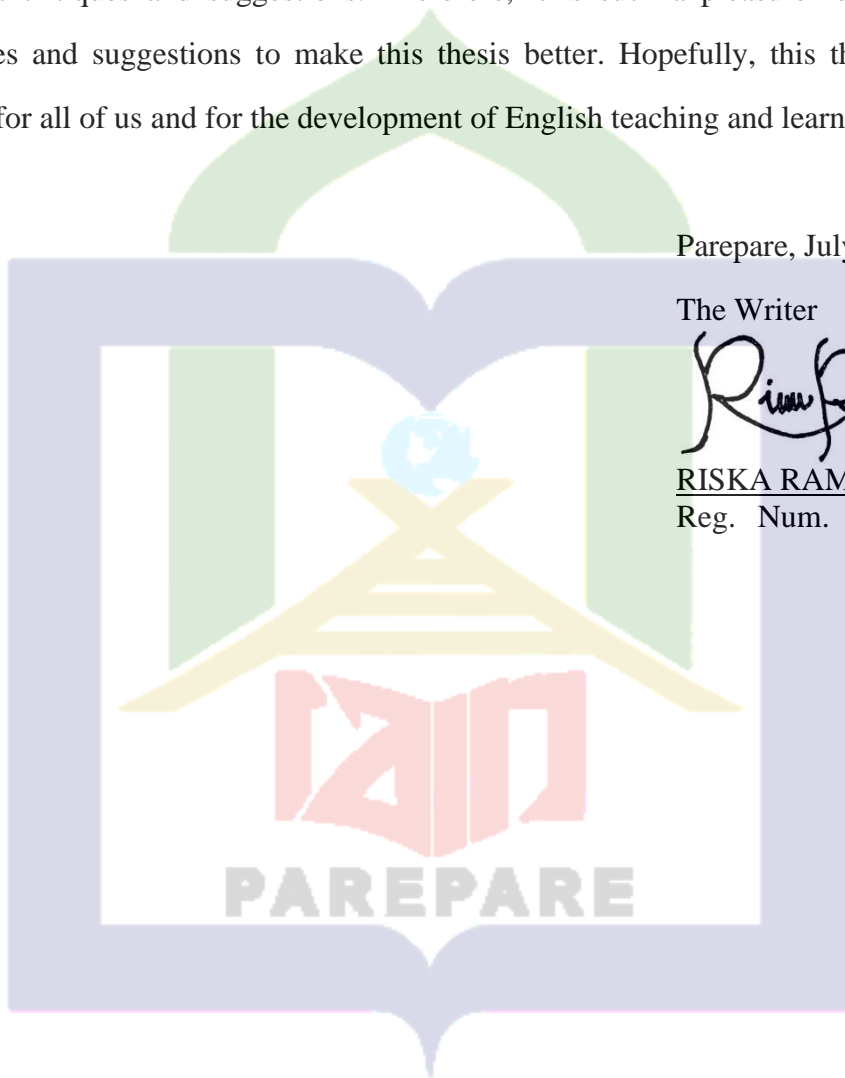
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Stated this thesis is her own writing and if it can be proved that was copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

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## ABSTRACT

**Riska Ramdani.** *The Comparison Between Students' Learning Outcomes In Offline And Online Learning At SMK Negeri 3 Pinrang*( Supervised by H. Saepudin and Ismail Latif )

Learning outcomes are abilities that students have after gaining learning experiences. According to observations, Luring (face to face learning) is currently being canceled due to the Covid-19 pandemic. The difference in the process of implementing learning from offline to online, of course, has an impact on the student's learning outcomes. The objective of the research aim to analyze the comparison between students' learning outcomes in offline and online learning at SMK Negeri 3 Pinrang.

This research used the ex post facto method with quantitative approach. The population of this research were 27 students. The researcher used total sampling and took 27 respondents as the sample of the research. The instrument of this research was documentary.

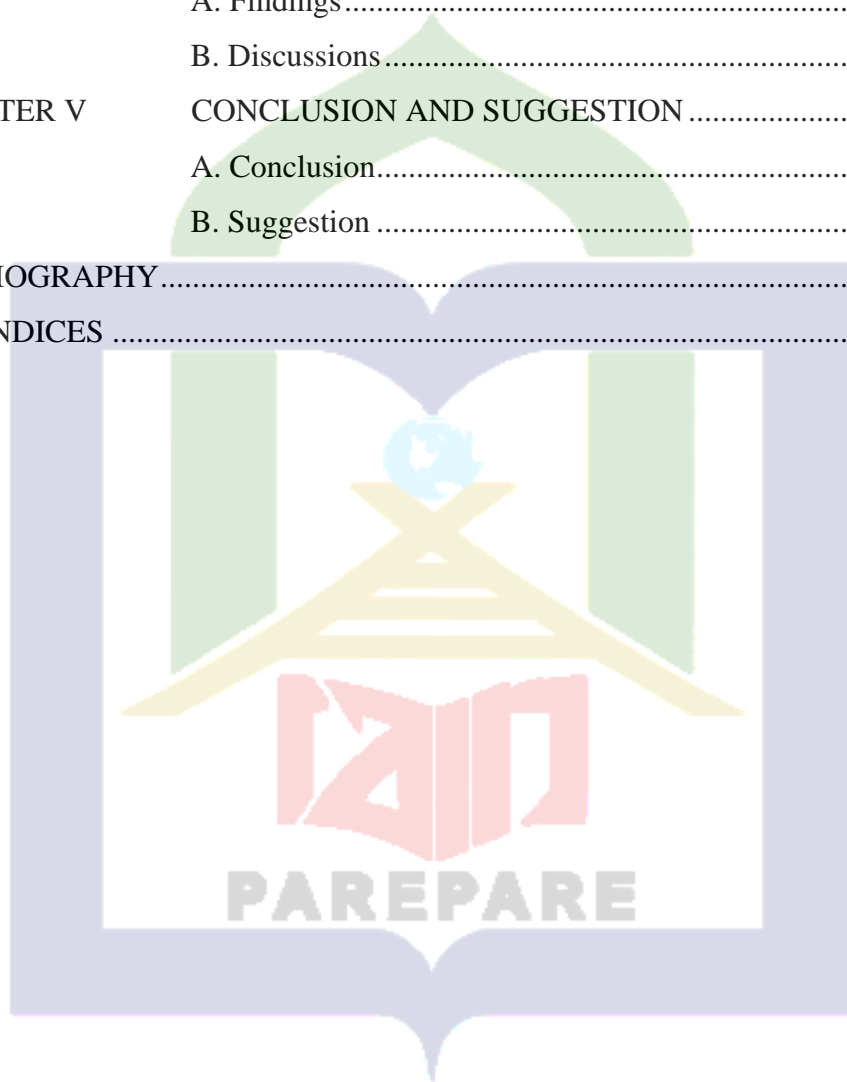
The result of this research shows that the student who learned in online learning had higher score than student who learned in offline learning. It proved by average score that students obtained. Students who learned in online learning got score 82, meanwhile students who learned in offline learning got score 79, that score indicated that online learning is more effective than offline learning. The data showed Sig. (2-tailed) value was 0.000 less than 0.05. That value indicated that there is a significant difference between students' learning outcomes in offline and online learning.

Keywords : Students' Learning Outcomes, Offline Learning and Online Learning.

## LIST OF CONTENTS

COVER .....	i
COVER TITLE .....	ii
SUBMISSION PAGE .....	iii
ENDORSMENT OF CONSULTAN COMMISSIONS .....	iv
APPROVED OF CONSULTANT COMMISSIONS .....	v
ENDORSEMENT OF EXAMINER COMMISSIONS .....	vii
ACKNOWLEDGEMENT .....	viii
DECLARATION OF THE AUTHENTICITY OF THE THESIS .....	xi
ABSTRACT .....	xii
LIST OF CONTENTS .....	xiii
LIST OF TABLES .....	xv
LIST OF APPENDICES .....	xvi
CHAPTER I	
INTRODUCTION .....	1
A. Background .....	1
B. Research Questions .....	4
C. The Objective of The Research .....	4
D. Significance of The Research .....	4
CHAPTER II	
REVIEW OF RELATED LITERATURE .....	6
A. The Previous Research Findings .....	6
B. Some Pertinent Ideas .....	8
C. Conceptual Framework .....	26
D. Hypothesis .....	26
E. Variable and Operational Definition .....	28
CHAPTER III	
METHODOLOGY OF THE RESEARCH .....	29
A. Research Design .....	29
B. Location and Time of The Research .....	30
C. Population and Sample .....	30

	D. Research Instrument.....	31
	E. Procedure of Collecting Data.....	31
	F. Technique of Data Analysis.....	32
CHAPTER IV	FINDINGS AND DISCUSSIONS .....	33
	A. Findings.....	33
	B. Discussions.....	38
CHAPTER V	CONCLUSION AND SUGGESTION .....	41
	A. Conclusion.....	41
	B. Suggestion .....	42
BIBLIOGRAPHY .....		I
APPENDICES .....		



### LIST OF TABLES

<b>Number of Table</b>	<b>The Title of Tables</b>	<b>Pages</b>
3.1	Population Class XII Multimedia at SMKN 3 Pinrang	30
3.2	Classification Students Score	32
4.1	Students' Learning Outcomes in Offline Learning	33
4.2	Accumulation of Students Learning Outcomes in Offline Learning	34
4.3	Students Learning Outcomes in Online Learning	34
4.4	Accumulation of Students' Learning Outcomes in Online Learning	35
4.5	Mean and Standard Deviation	36
4.6	The Result of Normality Test	37
4.7	The Result of Independent T-Tes	37

**LIST OF APPENDICES**

<b>Number of Appendix</b>	<b>The Title of Appendix</b>
1.	Research Instrument
2.	Administration Letters
3.	Documentation
4.	Curriculum Vitae

## CHAPTER I

### INTRODUCTION

#### A. Background

According to human dignity, education is all areas of life to choose and develop a better life. Education seeks to develop self-potential and enable them to be independent. In this way, individuals need to have various abilities in developing certain things, such as concepts, principles, creativity, a sense of responsibility, and skills. In other words, it is necessary to experience development in cognitive, emotional, and psychomotor aspects.

Education is a process of socialization that aims to realize individual social abilities as a basis for developing their potential. Without education, it is impossible for a group of people to live according to their own view of life and pursue progress, prosperity and happiness. Education plays an important role in ensuring the survival of the country, because education is a means to improve and develop the quality of human resources.

Education is never separated from the so-called learning process, in the learning process, the learning process is one of the elements that makes a significant contribution to the realization of a higher quality human resource development process.

Learning outcomes are abilities that students have after gaining learning experiences. Learning refers to the process of making behavior changes that are relatively permanent. According to Purwanto, learning outcomes can be in the form of values, skills, and attitudes after students have undergone the learning process.



When there has been a change in behavior in a person, therefore someone is said to be successful in the learning process.<sup>1</sup>

Meanwhile, according to Nana Sudjana, learning outcomes themselves are divided into three types of learning outcomes, namely (a) skills and habits, (b) knowledge and understanding, and (c) attitudes and ideals. Each type of learning outcome can be filled with materials that have been determined in the curriculum.<sup>2</sup>

The success of a student cannot be separated from the role of an educator, namely the teacher. The teacher has a goal that students succeed in achieving a good learning process, this learning objective is very important to consider because that is a measure of success in the learning process. Therefore, teachers must be able to choose learning methods that are good and appropriate for students so that student learning outcomes can increase.<sup>3</sup>

The accuracy of selecting learning methods cannot be separated from advances in information and communication technology (ICT). According to observations, Luring (face to face learning ) is currently being canceled due to the Covid-19 pandemic. The difference in the process of implementing learning from offline to online, of course, has an impact on the student's learning outcomes. Learning outcomes that should be able to measure 3 aspects, namely assessment of knowledge, assessment of skills and processes, assessment of character and scientific attitudes, focus on assessing the cognitive aspects of students. In addition, the

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<sup>1</sup>Purwanto, *Evaluasi Hasil Belajar* , (Yogyakarta: Pustaka Belajar, 2009), p.102.

<sup>2</sup>Nana Sudjana, *Dasar-dasar Proses Belajar Mengajar*, (Bandung : Sinar Baru Algensindo, 2004), p.56.

<sup>3</sup>Suswandari, M, 'Keterampilan Guru Sekolah Dasar Dalam Mengembangkan Bahan Ajar IPS' *JurnalEdudikara Vol.2* (2017).

implementation of the learning process which tends to lead to assignments has not been able to activate the 3 aspects in this.

In addition, the learning time in class is limited to 8 hours. Another fact at the meeting that should have been scheduled was that the teacher could not attend because they had a current assignment the same time. Face-to-face learning with a limited frequency makes students and teachers less effective at times the learning process. This has been seen when there are problems discussed at the 3rd meeting and have to wait completely at the next meeting, namely the 4th meeting and so the next pattern. Therefore, the teacher must choose the appropriate learning method for students.

From the results of observations made at SMKN 3 Pinrang, based on the results of interviews with the principal and teachers, they have applied Daring methods to students since the covid-19 pandemic. E-learning is one type of learning that uses audio, video, computer or a combination of both in the form of media or electronic equipment assistive services. Starting from the term "e-learning", developing into online learning.

Online learning is learning via the Internet. Each topic is provided with information in the form of a video recording or slide, weekly homework must be completed within a predetermined time limit, and various scoring systems are used.

Based on the background explanation above, the researcher will study the problem with the title " **The Comparison Between Students' Learning Outcomes in Offline and Online Learning at SMKN 3 Pinrang** ". This study aims to determine the comparison of student learning outcomes when using offline learning and online learning.

## **B. Research Questions**

Based on the explanation above, this research is aimed to answer the following problems:

1. How is the students' learning outcomes in offline learning ?
2. How is the students' learning outcomes in online learning ?
3. Is there any significant difference between students' learning outcomes in offline and online learning ?

## **C. The Objective of the Research**

Generally, the purpose of this research is to find out the comparison of student's learning outcomes between offline and online learning. The purposes of this research are to get information about:

1. To find out the learning outcomes of students who are taught using the offline learning model.
2. To find out the learning outcomes of students who are taught using the online learning model.
3. To find out the differences in student's learning outcomes taught using the offline learning model with those taught using the online learning model.

## **D. Significance of the Research**

This research is hoped that will be useful for the students, teacher, and writers. It is conducted in order to give theoretical and practical benefits:

1. Theoretically

The benefit of this research is to analyze and provide an overview of offline and online learning models which are expected to be used as an effort to help improve student learning outcomes so that the quality of learning is better.

## 2. Practically

### a. For the students

- 1) This can be used as an experience for students to develop free, active and creative learning according to their own ideas.
- 2) This research is expected to be a reference material for students in the field of education who use offline and online learning models to specifically discuss student learning outcomes.

### b. For the teacher

- 1) As input for teachers to choose a more diverse form of learning, it can improve and improve the learning system in the classroom so that it can solve problems faced by teachers and students.
- 2) Able to add knowledge and provide inspiration in the use of offline and online learning models in learning activities.

### c. For the other Researchers

This research can help the other researchers in giving information who read related to the title. This research , theoretically can contribute useful information for the future research with the similar problem and it will be used by the further researcher as a reference. Besides that, practically, the result of this research can be as information to the students of IAIN Parepare and English teacher to know the comparison of student's learning outcomes between offline and online learning.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Previous Research Findings

Shweta Singh ‘Efficiency of Online vs. Offline Learning : A Comparison of Inputs and Outcomes ‘. His research conclude that, as compared to nearly 46% of the students in the online section , around 65% of the students enrolled in the offline section said they put in between 3 to 4 hours studying for the course each week. Around 34% of online students and 23% of offline students said they put in between 1 to 2 hours of study while nearly 21% of the online students and around 12% of offline student reported putting in 5 hours or more. The three measures of output were (1) the absolute scores that students received at the end of the course, (2) their self reported levels of learning and (3) self-reported satisfaction.<sup>4</sup>

David K. Larson and Chung-Hsien Sung ‘Comparing Student Performance : Online Versus Blended Versus Face-to-Face ‘. From their research conclude that, there is no significant difference in students performance for the class, whether it is taught using the face to face, online or blended mode of delivery. Since there is no significant difference, it can be concluded that other factors may be more important such as course design, selection of right content materials, instructor/student interaction, and student motivation may play a more important role than delivery mode.<sup>5</sup>

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<sup>4</sup>Shweta Singh, David H. Rylander, ‘Efficiency of Online vs. Offline Learning : A Comparison of Inputs and Outcomes ‘ , *International Jurnal of Business, Humanities and Technology*, Volume 2 No.1; January (2021).

<sup>5</sup> David K. Larson, Chung-Hsien Sung, ‘ Comparing Student Performance : Online Versus Blended Versus Face-to-Face ‘ , *Journal of Asynchronous Learning Networks*, Volume 13 ; (2009)

Peby Soraya ‘’ Profil Penilaian Hasil Belajar IPA Melalui Media Daring dan Luring Pada Mid Semester di MTS Negeri 4 Mukomuko Provinsi Bengkulu ‘’. The research method in this research is descriptive quantitative. The data were obtained from the science learning assessment documents that were carried out during the midterm exams in March 2020 and September 2020 at MTsN 4 Mokumoku, Bengkulu. The UTS assessment for Science Learning in March was conducted offline, while the UTS assessment for Science Learning in September was conducted online.

Based on the results obtained, changes in the delivery method in the science learning process from face-to-face (offline) learning to online learning have implications for the learning outcomes of students. Online science learning provided by the teacher has various limitations that cannot stimulate students to develop their imagination to understand science material in grade VIII. In addition, there are also other obstacles externally that limit students not optimally in online learning, such as network problems, limited facilities and infrastructure and parents.<sup>6</sup>

Based on the previous findings above, there are several obstacles that need to be considered in the full online learning process including the application of a process that can assess the affective competences of students and change the thinking patterns of students who are too comfortable with traditional methods and have been going on for a very long time, thus changing the tradition is one of the toughest challenges.

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<sup>6</sup>Peby Soraya, ‘ Profil Penilaian Hasil Belajar IPA Melalui Media Daring dan Luring Pada MID Semester di MTS Negeri 4 Mukomuko Provinsi Bengkulu’, *Jurnal Sikola*, Vol 2 No. 2,(2020).

## B. Some Pertinent Ideas

### 1. Students' Learning Outcomes

#### a. Definition of Learning

Learning is a very vital human activity and will continuously be carried out as long as the human is still alive. Humans are not able to live as humans if they are not educated or taught by other humans. Learning is an internal process (a purely internal event) that cannot be seen clearly. The process occurs in someone who is experiencing a learning process.<sup>7</sup>

The Big Indonesian Dictionary defines the word learning comes from the word teach which means instructions given to people so that they are known or obeyed, while learning means the process, method, making of learning people or living things.

Learning is a key term and the most important “key term” in any education provision, therefore without learning there will never be education. In other words, education is a learning process that occurs between students and educators. There is a process of transferring knowledge from educators to students.

Learning is a process characterized by changes in a person.<sup>8</sup> This is in line with the opinion of Howard L. Kingsley quoted by Wasty Sumanto,

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<sup>7</sup>Muhammad Thobroni dan Arif Mustofa, *Belajar dan Pembelajaran* (Depok :Ar-Ruzz Media, 2013), p.112.

<sup>8</sup>Ahmad Sabri, *Strategi Belajar Mengajar & Micro Teaching*.

who said that learning is a process in which behavior (in a broad sense) is generated or changed through practice or practice.<sup>9</sup>

From the definition of learning above, it can be concluded that learning is the process of changing a person's behavior. This can increase his knowledge both physically and psychologically. Learning aims to change student processes and change behavior. Learning requires activity and effort. Therefore, learning is always associated with changes in behavior that are relatively sedentary, which are obtained through interactions with other people or the environment, and any changes in behavior that are obtained are the result of experiences.

**b. Definition of Learning Outcomes**

According to Suprijono, learning outcomes are patterns of actions, values, understanding, attitudes, appreciation and skills. Referring to Gagne's thought, learning outcomes are in the form of the following:

- 1) Verbal information, namely the capacity to express knowledge in the form of language, both oral and written. The ability to respond specifically to specific stimuli. This ability does not require symbol manipulation, problem solving, or the application of rules.
- 2) Intellectual skills, namely the ability to present concepts and symbols. Intellectual skills consist of the ability to categorize, the ability to analyze, synthesize facts and concepts, and develop scientific principles. Intellectual skills are the ability to perform unique cognitive activities.

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<sup>9</sup>Wasty Sumanto, *Psikologi Pendidikan*, (Jakarta: Rineka Cipta, 2003), p.87.



- 3) Cognitive strategies, namely the ability to channel and direct cognitive activities. This ability includes the use of concepts and rules in solving problems.
- 4) Motor skills, namely the ability to carry out a series of physical movements in matters and coordination so that physical movements are manifested automatically.
- 5) Attitude is the ability to accept or reject an object based on an assessment of that object. Attitudes in the form of the ability to internalize and externalize values. Attitude is the ability to make values as standards of behavior.<sup>10</sup>

As long as someone does not participate in learning activities, it will never produce learning outcomes. The facts show that obtaining good learning outcomes is not as easy as imagined, but must be supported by a willingness and interest in learning and a good teaching plan.

Evidence that someone has learned is a change in behavior in that person, for example, from not knowing to knowing, and from not understanding to understanding. Learning outcomes will appear in any changes in aspects such as knowledge, understanding, habits, appreciation skills and so on.<sup>11</sup>

According to Bloom, as quoted by Nana Sudjana, classifying learning outcomes into three domains, namely:

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<sup>10</sup>Muhammad Thobroni & Arif Mustofa, *Belajar dan Pembelajaran* (Depok : Ar-Ruzz Media, 2013)

<sup>11</sup>Oemar Hamalik, *Proses Belajar Mengajar* ( Jakarta: PT Bumiaksara, 2001), p.30.

- 1) Cognitive domain with regard to intellectual learning outcomes which consists of aspects of knowledge, experience, application, analysis, synthesis and evaluation.
- 2) Affective domain with regard to attitudes which consists of five aspects, namely acceptance, answers or reactions, assessment, organization and internalization.
- 3) Psychomotor domain with regard to learning outcomes skills and ability to act. There are six aspects of the psychomotor domain, namely reflex movements, basic movement skills, harmony or accuracy skills, complex skill movements and expressive and interpretive movements.<sup>12</sup>

As long as someone does not participate in learning activities, it will never produce learning outcomes. The facts show that obtaining good learning outcomes is not as easy as imagined, but must be supported by a willingness and interest in learning and a good teaching plan.

Evidence that someone has learned is a change in behavior in that person, for example, from not knowing to knowing, and from not understanding to understanding. Learning outcomes will appear in any changes in aspects such as knowledge, understanding, habits, appreciation skills and so on.<sup>13</sup>

So, learning outcomes are the final results of learning. Learning outcomes are known after conducting learning evaluations, learning

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<sup>12</sup> Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar* (Bandung: Remaja Rosdakarya, 2005), p.21.

<sup>13</sup> Oemar Hamalik, *Proses Belajar Mengajar* (Jakarta: PT Bumiaksara, 2001), p.30.

outcomes in school can be seen from the students' mastery of the subjects as outlined in a sheet of exam paper, report card scores or diplomas with numbers or letters.

## 2. Online Learning

### a. Definition of Online Learning

According to Dabbagh, Online learning is an open and distributed learning environment that uses pedagogical tools, enable by internet and web based technologies, to facilitate learning and knowledge building through meaningful action and interaction.<sup>14</sup>

Isman, revealed that online model learning is the use of internet networks by students in the learning process.<sup>15</sup> Combined Online is a learning model that combines conventional learning with information technology as outlined on the website so that students can freely access and download modules and can make it easier for educators to monitor student activity starting from the activeness of opening pages, correcting quizzes, and Mid-Semester Exams and Final Semester Exams.<sup>16</sup>

The term online learning models (OLM) through the various stages in the first stage are used as a description of the learning system using computer-based internet technology. Online learning places more emphasis

<sup>14</sup>Nada Dabbagh dan Brenda Bannan, *Online learning Concepts, Strategies, and Application*. (New Jersey: Pearson Education. 2005 ), p.15.

<sup>15</sup>Isman, “Pembelajaran Moda Dalam Jaringan (Moda Daring)”,*(The Progressive and Fun Education Seminar, 2017)*,p.88.

<sup>16</sup>Rimbarizki dan Rimbun,“ Penerapan Pembelajaran Daring Kombinasi Dalam Meningkatkan Motivasi Belajar Peserta Didik Paket C Vokasi Di Pusat Kegiatan Belajar Masyarakat (Pkbm) Pioneer Karanganyar” ,*J+PlusUnesa* 6(2), (2017).

on students' thoroughness and foresight in receiving and processing information presented online. Therefore, online learning requires students and teachers to communicate interactively by utilizing information and communication technology, such as computer media with the internet, telephone or facsimile.

Basically, e-learning has two types, namely:

#### 1) Synchronous Training

Synchronous training means "at the same time". Synchronous training is a type of training in which the learning process occurs at the same time when the teacher is teaching and students are learning. This allows direct interaction between teachers and students, both via the internet and intranet. Synchronous e-learning training is mostly used by seminars or conferences with participants from several countries.

#### 2) Asynchronous Training

Asynchronous Training means "not at the same time". So, one can take training at a different time than the instructor providing training. This training is more popular in the world of e-learning because it provides more benefits for trainees because they can access training anytime and anywhere.<sup>17</sup>

Therefore, it can be concluded that e-learning is a concept designed based on the results of the development of science and technology. E-learning aims to create effective and efficient learning activities and provide a reference that place and time are not a constraint. Students continue to learn.

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<sup>17</sup>Empy dan Hartono, *E-learning, Konsep, dan Aplikasi*, (Yogyakarta: Andi, 2005), p.72.

## **b. Online Learning Strategies**

In the implementation of e-learning, it is necessary to design a strategy first, the objective of this strategy is to clarify an educational institution in achieving its desired goals. The goals of an e-learning strategy are to clarify the training or educational goals to be achieved, understand the resources needed, make all participants follow the same goals, and understand the metrics for success.

Therefore, strategy development plays a very important role in the effective and useful implementation of e-learning. The steps that must be taken in developing an e-learning strategy are:

### **1) Analysis**

In conducting the analysis, there are several aspects that must be considered, namely organizational needs, training needs, organizational culture, and infrastructure. Therefore, the analysis must be carried out carefully so that the results of the analysis will later become a useful reference in planning.

### **2) Planning**

The planning that is made includes many aspects of the strategy. Planning aspects that should be reviewed are:

- a) Network
- b) Learning Management System
- c) Material
- d) Marketing

These four aspects must be considered in detail, starting from the infrastructure and technical aspects that support online learning activities, there is a system foundation so that it can be achieved according to the plan in its implementation, and it is easier to achieve the expected goals, then according to the needs and goals of the organization Provide teaching materials to support online-based teaching and learning activities, and finally marketing to attract attention and spread e-learning to participants.

### 3) Implementation

The implementation stage can be divided into three parts based on the timing of implementation, namely:

#### a) Pre-Launch

In carrying out activities, it must be prepared before the launch of e-learning in an organization, the product chosen must be ensured that there are no shortcomings and weaknesses.

#### b) Launch

Initial launches can take place through a variety of approaches and methods, both large and simple.

#### c) Post-Launch

After introducing the e-learning program to all members of the organization, several activities must be carried out to maintain the level of member participation in the e-learning program and how to maintain participant learning satisfaction in the training.

#### 4) Evaluation

After planning and implementing e-learning, an evaluation must be carried out in order to find out the results that have been done, the shortcomings, and the advantages in the process of e-learning activities.

The levels of assessment carried out are:

- a) Level 1, measures the satisfaction of training participants in terms of interaction and appearance of the e-learning program.
- b) Level 2, measures learning outcomes, whether training participants can absorb the material.
- c) Level 3, measures whether the learning material is actually used by trainees when carrying out daily activities so that performance increases.
- d) Measuring how many results the organization gets with the e-learning training so that the performance of human resources increases.

#### c. **The advantages obtained from e-learning ( online learning ) include:**

##### 1) Costs

The first advantage is that e-learning can reduce training and learning costs. This happens because e-learning can be carried out without limits on the dimensions of the place and the time dimension so that the costs are not too large.

##### 2) Time Flexibility

E-learning allows employees or students to adjust their study time. They can insert a time after lunch, after the office is over and waiting for a

pick-up, or when waiting for a colleague's report and there is no urgent work.

### 3) Flexibility of Place

With e-learning, students find it easy to carry out learning activities because they don't have to participate in learning activities at school so that they can save accommodation costs.

### 4) Learning Flexibility

E-learning can be adjusted according to the learning speed of each student. Students set the pace of the lessons themselves.

### 5) Teaching Standardization

E-learning can eliminate differences in the abilities and teaching methods applied by the teacher. E-learning lessons always have the same quality every time and it doesn't depend on the teacher's mood.

### 6) Effectiveness of Teaching

E-learning which is designed with the latest instructional design makes students better understand the content of the lesson, e-learning is a supporting factor to improve the quality of student learning.

### 7) Distribution Speed

E-learning can reach students quickly to carry out teaching and learning activities which, this happens because of the rapid development of science and technology that can reach someone very quickly via the internet.



The advantages offered by e-learning in journals written by Muhammad Hasbi and Muhammad Syarif are as follows:<sup>18</sup>

- 1) Availability of moderating facilities where teachers and students can communicate easily via the internet on a regular basis or whenever such communication activities are carried out without being limited by distance, place and time.
- 2) Teachers and students can use structured and scheduled teaching materials or learning instructions via the internet, so that both can assess each other to what extent the teaching materials are studied.
- 3) Students can study or review teaching materials at anytime and anywhere if necessary, remembering the teaching materials are stored on the computer.
- 4) If students need additional information related to the material they are learning, they can access the internet more easily.
- 5) Both teachers and students can conduct discussions via the internet which can be followed by a large number of participants, thereby increasing knowledge and broader insights.
- 6) Changing the role of students from being passive to being active.
- 7) Relatively more efficient. For example, for those who live far from conventional colleges or schools.

The use of online learning speech in educational institutions in Indonesia today has many advantages, one of which is minimizing the cost of accommodation or consumption which is usually used for schools. Hence,

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<sup>18</sup> Muhammad, Yazdi, *Op.Cit*, p. 147

there are advantages if all aspects of online learning are properly implemented.

**d. Limitation of Online Learning**

There are limitations to online learning, including:

**1) Culture**

Some people feel uncomfortable taking computer training. The use of e-learning demands a culture of self-learning, where a person motivates himself to want to learn. In contrast, in most training cultures in Indonesia, motivation to learn is more dependent on the teacher.

**2) Investment**

Even though e-learning saves a lot of money, an organization still has to make a large initial investment to start implementing e-learning. Investments can be in the form of design and development costs for learning management system programs, lesson packages and other costs. If the infrastructure that is owned is not sufficient, the organization must spend a certain amount of money to buy computers, networks, servers, and so on.

**3) Technology**

Because the technology used is diverse, there is a possibility that the technology is not in line with existing ones and there is a technology conflict so that e-learning does not work well.

#### 4) Infrastructure

The internet has not reached all cities in Indonesia. New broadband services exist in major cities. As a result, not all people or regions have not been able to experience e-learning with the internet.

#### 5) Material

Although e-learning offers a variety of functions, there are some materials that cannot be taught through e-learning.<sup>19</sup>

### 3. Offline Learning

#### a. Definition of Offline Learning

In the Big Indonesian Dictionary, the meaning of the word *Luring* (offline) comes from the acronym "outside the network", which means being disconnected from a computer network (offline).

Offline learning can be done by studying through books or in person meetings. The types of offline learning activities are the activity of watching news as a learning resource, students collect assignments in the form of documents, where offline learning does not take advantage of internet networks, computers, and other media.<sup>20</sup>

In other words, face-to-face learning is needed in implementing offline learning. In implementing offline learning the teacher can provide stimulants for learning material.

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<sup>19</sup>Empy, dan Hartono, *Op.Cit*, p. 15-17

<sup>20</sup>Andasia Malyana, 'Pelaksanaan Pembelajaran Daring dan Luring Dengan Metode Bimbingan Berkelanjutan Pada Guru Sekolah Dasar di Teluk Betung Utara Bandar Lampung', *Pedagogia: Jurnal Ilmiah Pendidikan Dasar Indonesia*, Vol. 2, No. 1 (2020), 67-76.

### **b. Offline Learning Strategies**

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.

Offline learning is usually carried out in classrooms where there is a synchronous communication model, and there is active interaction between students, students and teachers, and with other students. In offline learning, the teacher or student will use various methods in the learning process to make the learning process more active and interesting. Various forms of learning methods that are usually used in offline (face-to-face) learning are: 1) lecture method, 2) assignment method, 3) question and answer method, 4) demonstration method.<sup>21</sup>

The offline learning system is a face-to-face learning system. Quoted from the Ministry of Education and Culture's website, the guidelines for implementing learning in the new academic year and academic year during the Covid-19 pandemic must adhere to health protocols. The following are guidelines for implementing learning according to the Ministry of Education and Culture:

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<sup>21</sup>Tabrani Rusyan, *Ilmu Pendidikan*, ( Bandung: Remaja Rosdakarya, 1990 ), p.59.

1) Must use a mask

Every school that has implemented a face-to-face learning process in schools is required to comply with existing health protocols, for example providing hand sanitizers and disinfectants.

2) Check the temperature

The second school health protocol is temperature check. Apart from having to use masks, students and teaching staff are also required to check the temperature before entering the school environment using a thermo gun device. Teachers and students are also required to be in good health.

3) Teaching and Learning Activities (KBM)

Face-to-face learning system alternately and limitation of learning hours where the duration of teaching and learning activities only lasts 2 hours.

4) Activities outside Teaching and Learning Activities

During the transitional period like now, there are no activities other than teaching and learning activities. For example, students are waiting for parents at school, taking breaks outside of class, parent-student meetings, introducing the school environment, and so on. In New Normal it is allowed to maintain health protocols.<sup>22</sup>

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<sup>22</sup>Kemenkes, *Pedoman Kesiapan Menghadapi COVID-19*, (2020).

**c. The advantages obtained from offline learning include :**

**1) Friend Interaction**

Students in traditional settings can meet with their peers and friends on a daily basis, enabling them to forge human relationships outside of courses and curricula. This is important for children's growth as it enables them to build support structures outside the family and to socialize well.

**2) Higher Discipline**

Given the structured nature of traditional classrooms, young students learn discipline, punctuality and follow a schedule that will stand out in their adult life. This allows them to monitor themselves and adhere to a set of rules aimed at making them better individuals.

**3) Hard Learning Environment**

Classrooms are designed as learning centers, so it's easy to slip into that mindset on entry. In this way, traditional learning ranks higher than using education's online streaming platforms, where familiar environments and lax schedules can often lead to relaxed attention.

**4) Infrastructure**

Traditional learning arrangements also come with access to school and university infrastructure, including libraries, online subscriptions, labs, newsrooms, studios, and more. All online courses cannot offer this; hence, this is where traditional learning gets its own advantages.<sup>23</sup>

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<sup>23</sup>Ichi. Pro, *E-Learning Vs Pembelajaran Tradisional: Manfaat dan Perbedaan*. <https://ichi.pro/id/e-learning-vs-pembelajaran-tradisional-manfaat-dan-perbedaan-204791949144179> (15 February 2021).

#### **d. Limitation of Offline Learning**

The government recommends studying online but many regions in Indonesia are unable to do it. Schools that usually study offline also experience many obstacles, including:

##### **1) Ineffective Teaching and Learning**

The main thing that has become ineffective and not in accordance with the curriculum is cutting the number of lessons. For example, one subject should be 4 hours a week, but during a pandemic it only takes 2 hours so that competency attainment is reduced.

In addition, the students' absorption of knowledge is reduced because only the core material is learned and not 100% of students understand it because of the tight time. Students who do not understand the material can also because the explanation is not detailed which is also caused by the reduction in learning hours.

##### **2) Busy Parents**

Parental support is needed as a substitute for teachers. The role of teachers such as teaching students, monitoring students doing assignments and others is the task of parents at home. But unfortunately, not all parents have a special time to monitor their children in the learning process from home. Busy parents also make children less enthusiastic about studying, missed assignments and other problems. It is not uncommon for parents to be overwhelmed in explaining material to children because they do not have special skills.

### 3) Children Feel Bored

In general what happens to children in Indonesia during offline learning is that they feel bored because of uncomfortable learning. Students do not understand the material, environmental conditions that are not supportive and much more. It is not uncommon for children to want to return to school as usual because they can ask teachers or friends if they do not understand the material.

Offline learning that lacks teacher monitoring is considered less effective. If studying at home or offline, the time to study with the teacher is limited, playing with friends is limited. As we know, offline learning in Indonesia, especially at the SD level in remote areas, teachers visit students' homes to carry out the learning process.

### 4) Curriculum Needs to Be Adjusted

Some education officials are working to improve the curriculum for emergencies like now. Teachers and students cannot follow the achievements in the normal curriculum because the conditions are so different. The curriculum at this time had to be simplified more with models that could be applied at a time when a collection was being banned. The Ministry of Education and Culture has also released a guideline for organizing learning from home at every level of education.<sup>24</sup>

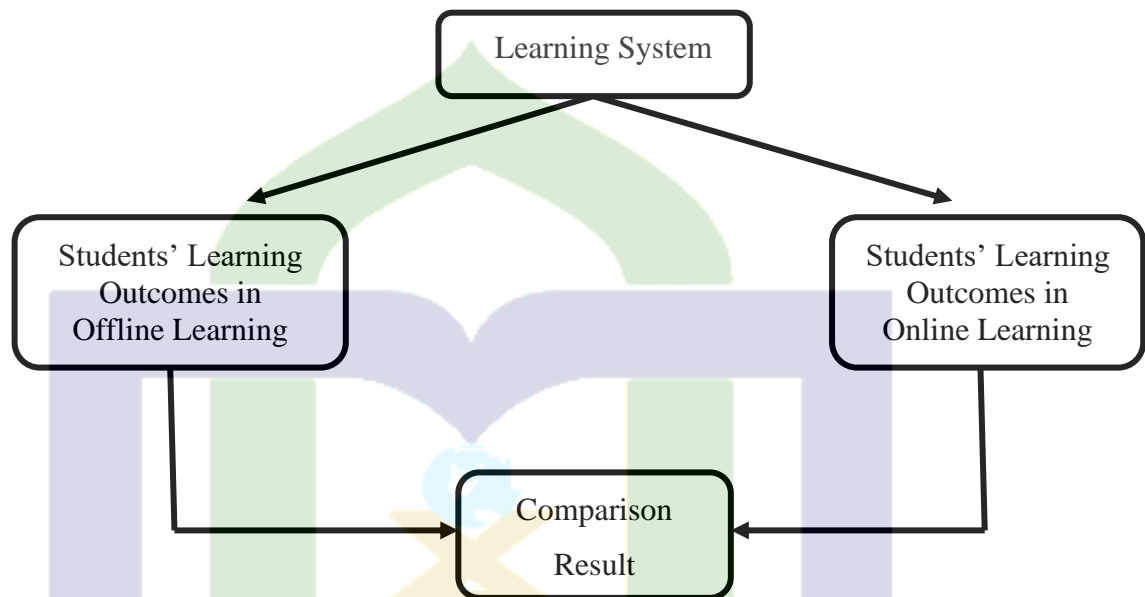
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<sup>24</sup>Luluk Yulianti, *Sistem Belajar Luring dan Berbagai Permasalahannya di Indonesia*. <https://narmadi.com/id/belajar-luring/> (19 February 2021).



### C. Conceptual Framework

The conceptual review of this research as follow :



### D. Hypothesis

According to Halijah, the advantage of online learning is to create a new learning atmosphere, where students will be brought into a new learning atmosphere where learning is usually done in the classroom. With this new learning atmosphere which is usually done in the classroom but this is done outside the classroom, this can foster the enthusiasm of students in learning.<sup>25</sup>

Furthermore, Means, Toyama, Murphy, Bakia, & Jones explain “ Online learning has become popular because of its potential for providing more flexible

<sup>25</sup>Halijah, “ Pentingnya Kolaborasi Guru Dan Orang Tua Siswa Dalam Pembelajaran Daring, ” *Koran Metro Riau* (Issue 20), 14 Agustus 2020.

access to content and instruction at any time, from any place. Frequently, the focus entails (a) increasing the availability of learning experiences for learners who cannot or choose not to attend traditional face-to-face offerings, (b) assembling and disseminating instructional content more cost efficiently, or (c) enabling instructors to handle more students while maintaining learning outcome quality that is equivalent to that of comparable face-to-face instruction”.<sup>26</sup>

Some researchers argue that traditional teaching and learning are still a powerful teaching and learning method. Swan argues “teachers’ verbal immediacy behaviors (giving praise, soliciting viewpoints, humor, self-disclosure) and their non-verbal immediacy behaviors (physical proximity, touch, eye-contact, facial expressions, gestures) can lessen the psychological distance between teachers and their students, leading to greater learning”.<sup>27</sup>

Based on the theories and assumption above the researcher proposed hypothesis are follows:

Ha: There is a significant differences between students’ learning outcomes in Offline and Online Learning at SMKN 3 Pinrang.

Ho: There is not a significant differences between students’ learning outcomes in Offline and Online Learning at SMKN 3 Pinrang.

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<sup>26</sup> Means, *et al. eds.*, '' *Evaluation of Evidence-Based Practices in Online Learning : A Meta-Analysis and Review of Online Learning Studies*, ( Washington: U.S. Department of Education. 2010 ).

<sup>27</sup>Swan, *Learning effectiveness: Elements of Quality Online Education, Practice and Direction*, ( Needham, MA: Sloan Center for Online Education, 2003), p.11.

## E. Variable and Operational Definition

### 1. Variable

This research has two kinds of variables, they are independent and dependent variable.

- a) Offline Learning and Online Learning is an Independent Variable of this research.
- b) Students' Learning Outcomes is as Dependent Variable of this research.

### 2. Operational Definition of Research

#### a) Offline Learning

Based on the Big Indonesian Dictionary, the meaning of the word *Luring* (offline) comes from the acronym "outside the network", which means being disconnected from a computer network (offline). So, in this research, the researcher wants to know about the students' learning outcomes when using offline learning method.

#### b) Online Learning

According to Isman, revealed that online model learning is the use of internet networks by students in the learning process. So, in this research, the researcher wants to know about the students' learning outcomes when using online learning method.

#### c) Learning Outcomes

Student's learning outcomes referred to in this study are students' learning outcomes in English subjects at SMKN 3 Pinrang.

### CHAPTER III

#### METHODOLOGY OF THE RESEARCH

##### A. Research Design

According to Suharsimi Arikunto in his book, he states that "Quantitative research, as the name implies, is required to use numbers, from data collection, interpretation of the data, and the appearance of the results. There are several research methods that can be included in non-experimental quantitative research, namely descriptive methods, surveys, ex post facto, comparative, correlation and action research".<sup>28</sup>

This research used the ex post facto method, which examines the causal relationship that is not manipulated or treated (designed and implemented) by the researcher. Research on causal relationships is carried out on programs, activities or events that have taken place or have occurred.<sup>29</sup>

The general aim of this study to investigate whether one or more pre-existing conditions might cause differences in the behavior of the subject. This research was conducted to determine the comparison of the English learning outcomes of class XI students who are taught using the offline method and those taught using the online method at SMKN 3 Pinrang.

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<sup>28</sup>Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung; Remaja Rosdakarya, 2012), p.24.

<sup>29</sup>Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung; Remaja Rosdakarya, 2012), p.25.

## B. Location and Time of the Research

This research located at SMK Negeri 3 Pinrang. It located on Jl. Poros Pinrang-Pare, Padaidi, Mattiro Bulu, Kab.Pinrang, Sulawesi Selatan and the researcher used 45 days for this research.

## C. Population and Sample

### 1. Population

The populations of this research were the twelfth grade of SMKN 3 Pinrang. The number of population as show below :

Table 3.1 Population class XII Multimedia at SMKN 3 Pinrang.

No.	Class	Male	Female	Total
1.	XII Multimedia	9	18	27

### 2. Sample

The sample is a number of members taken from a population. The sample size is determined by the amount of data or observations in the sample. Therefore, the selected sample must be representative of the population. In addition, the sample is also defined as a study of only a fraction of all the elements that are the object of research.<sup>30</sup>

Based on this description, the researcher took some samples to represent the existing population to make it easier to obtain concrete and relevant data from the existing samples. According to Suharsimi Arikunto, if the population is above 100, then 15%, 20%, and 30% of the population can be taken. Because the number of population consists only one class, so

<sup>30</sup>Sudijono, *Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2006), p.61.

the researcher used total sampling. So that, the number of the sample of this research were 27 students.

#### **D. Research Instrument**

The instrument is a tool used to obtain or collect data. Thus, the research instrument must be relevant to the problem and the aspects to be studied, in order to obtain accurate data, because research instruments are included as an alternative to answer the problems in research as well as to test the truth of a hypothesis.

The data collection instrument in this study used documentary. Documentary in this research was the results of the first semester English test scores of class X MM students in the 2019 school year and the first semester English test scores of class XI MM students in the 2021 academic year obtained from the teacher and school administration.

#### **E. Procedure of Collecting Data**

The procedure of collecting data was the researcher explained the result of the observation about the comparison between students' learning outcomes in using offline learning and online learning.

At the first day observation, the researcher explained about this research to the teacher, and also explained about the aim of this research. After that, the researcher took the student's score in offline and online learning and compare the students' learning outcome. At the last observation, the researcher found out the differences between students' learning outcome in using offline and online learning.

## F. Technique of Data Analysis

### 1. Descriptive Analysis

The data collected was used quantitative and qualitative descriptive analysis technique. The data about the observation was analyzed qualitative. The data on students' learning outcomes was analyzed descriptive, namely calculating the average score, standard deviation, median, highest value, and lowest value. The research data are presented in the form a frequency distribution.

Table 3.2 Classification Student's Score

Score	Category
0-39	Very Low
40-55	Low
56-65	Medium
66-79	High
80-100	Very High

### 2. Inferential Analysis

#### a) T-test

This test mainly focuses on the comparison between two different classes, therefore the researcher conducted a statistical analysis, namely the Independent T-test, the researcher used the following formula :

$$t = \frac{M_1 - M_2}{SE M_1 - M_2}$$

Where :

- $t$  = score -  $t$   
 $M_1$  = Average score of the group 1  
 $M_2$  = Average score of the group 2  
 $SE M_1 - M_2$  = Standard error differences between the average score of group 1 and group 2.<sup>31</sup>



<sup>31</sup>Donald Aryet al, *Pengantar Penelitian Dalam Pendidikan*, ( Surabaya : Usaha Nasional, 1982 ).



## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter presents the findings and the discussion of the research about The Comparison Between Students' Learning Outcomes in Offline and Online Learning at SMK Negeri 3 Pinrang.

#### A. Findings

The research findings were the answering of problems statements that formulated in the first chapter. This part is also present data analysis of The Comparison Between Students' Learning Outcomes in Offline and Online Learning at SMK Negeri 3 Pinrang.

##### 1. Description of Students' Learning Outcomes In Offline Learning

According to the sample of research. There were 27 students who learned by offline learning. The following table shows the description of students' learning outcomes in offline learning:.

Table 4.1 Students' Learning Outcomes in Offline Learning

Class	Interval Score					
	70-79		80-89		90-100	
	F	%	f	%	f	%
X. MM	11	41%	16	59%	0	0%
Data (N%)	27 Students / 100%					

The table above explained about the description of the students' learning outcomes in offline learning, can be read as explained below:

- 1) Students whose score in interval 70-79 were 11 students which 41%.
- 2) Students whose score in interval 80-89 were 16 students which 59%.
- 3) Students whose score in interval 90-100 were 0 student which 0%.

Table 4.2 Accumulation of Students Learning Outcomes in Offline Learning

No	Class	Mean	Max	Min	Category
1.	X.MM	79.85	87	70	High

The students' learning outcomes in offline learning can be seen on table above, which the mean of the students was 79.85 and the maximum score was 87 and the minimum score was 70. The researcher related the score 79.85 was High category.

## 2. Description of Students' Learning Outcomes In Online Learning

According to the sample of research. There were 27 students who learned by online learning. The following table shows the description of students' learning outcomes in online learning:

Table 4.3 Students Learning Outcomes in Online Learning

Class	Interval Score					
	70-79		80-89		90-100	
	f	%	f	%	f	%
X. MM	3	11%	24	89%	0	0%
Data (N%)	27 Students / 100%					

The table above explained about the description of the students' learning outcomes in offline learning, can be read as explained below:

- 1) Students whose score in interval 70-79 were 3 students which 11%.
- 2) Students whose score in interval 80-89 were 24 students which 89%.
- 3) Students whose score in interval 90-100 were 0 students which 0%.

Table 4.4 Accumulation of Students' Learning Outcomes in Online Learning

No	Class	Mean	Max	Min	Category
1.	X.MM	82.78	88	75	Very High

The students' learning outcomes in online learning can be seen on table above, which the mean of the students was 82.78 and the maximum score was 88 and the minimum score was 75. The researcher related the score 82.78 was Very High category.

### 3. The Data Analysis

The researcher used independent T-test in order to know that there is significant different between students' learning outcomes or not. Before doing independent T-test, the researcher did test normality because the requirements of independent T-test are the data should normal. The data was analyzed as follow:

#### 3.1. The Mean Score and Standard Deviation of Offline Learning And Online Learning

The researcher used SPSS v22 in order to find the mean and standard deviation of the data. Mean and standard deviation score of the result of the data Offline Learning and Online Learning is presented in table below:

Table 4.5 Mean and Standard Deviation

		Luring_Score	Daring_Score
N	Valid	27	27
	Missing	0	0
Mean		79.85	82.78
Std. Error of Mean		.870	.672
Std. Deviation		3.521	4.490
Minimum		70	75
Maximum		87	88

The table above shows mean score and standard deviation of Luring and Daring Score. Mean score of Luring was 79.85. Standard deviation of Luring was 3.521. Mean score of Daring was 82.78. Standard deviation of Daring was 4.490.

Based on the result it can be conclude that students who learned in Online Learning (Daring) had higher score than the students who learned in Offline Learning (Luring). According to classification of students' score in table 3.2, the score 82.7 was categorized as very high score and the score 79.8 was categorized as high score.

### 3.2. The Result of Normality Test

The researcher used Shapiro-Wilk test by SPSS v22 in order to do test of normality of the data as requirement of independent T-test. The result of the test normality of the data can be seen in table below:

Table 4.6 The Result of Normality Test

	Shapiro-Wilk		
	Statistic	Df	Sig.
Luring_Score	.948	27	.186
Daring_Score	.928	27	.060

The data can be said normal if Sig. value is higher than 0.05. The table above shows Sig. value of Luring and Daring. The Sig. value of Luring was  $0.186 > 0.05$  so the data of Luring was normal. The Sig. value of Daring was  $0.060 > 0.05$  so the data of Daring was normal.

### 3.3. The Result of Independent T-Test

To know the significant different between students' learning outcomes in offline and online learning, the researcher used independent T-test. The result of independent T-test can be seen in table below:

Table 4.7 The Result of Independent T-Tes

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Luring_Score - Daring_Score	82.926	3.761	.724	4.414	1.438	-4.042	26	.000

From the table independent sample test above it used SPSS v22 to know Luring Score and Daring Score. T-test is used to find out the Paired Differences with Mean 82.926, Standard Deviation 3.761, Standard Error

Mean 0.724, t-account -4.042, Degree of Freedom 26. It is 95% confidence interval of the difference.

Based on table above, Sig. (2-tailed) value is  $0.000 < 0.05$  so  $H_a$  is accepted. It is mean that there is significant difference between students' learning outcomes in offline and online learning. The significant difference can be seen in the result of mean score. The students who learned in online learning got higher score (82) than students who learned in offline learning (79). Based on table 3.2, score 82 was categorized as very high score and score 79 was categorized high score. Therefore, it could be said that students who learned in online learning had very high score and students who learned in offline learning had high score.

## **B. Discussions**

Based on the result of data analysis, student who learned in online learning had higher score than student who learned in offline learning. It proved by average score that students obtained. Students who learned in online learning got score 82, meanwhile students who learned in offline learning got score 79, that score indicated that online learning is more effective than offline learning.

The students who learned in online learning is more easy to study as long as they have smart phone and connect to the internet, they can study whenever and wherever they are. Even when they are alone, they still can learn. That is why students who learned in online learning have higher score than offline learning. Although the students who learned in offline learning obtained lower score than online learning. It does not mean that offline learning is bad in improve students learning outcomes.

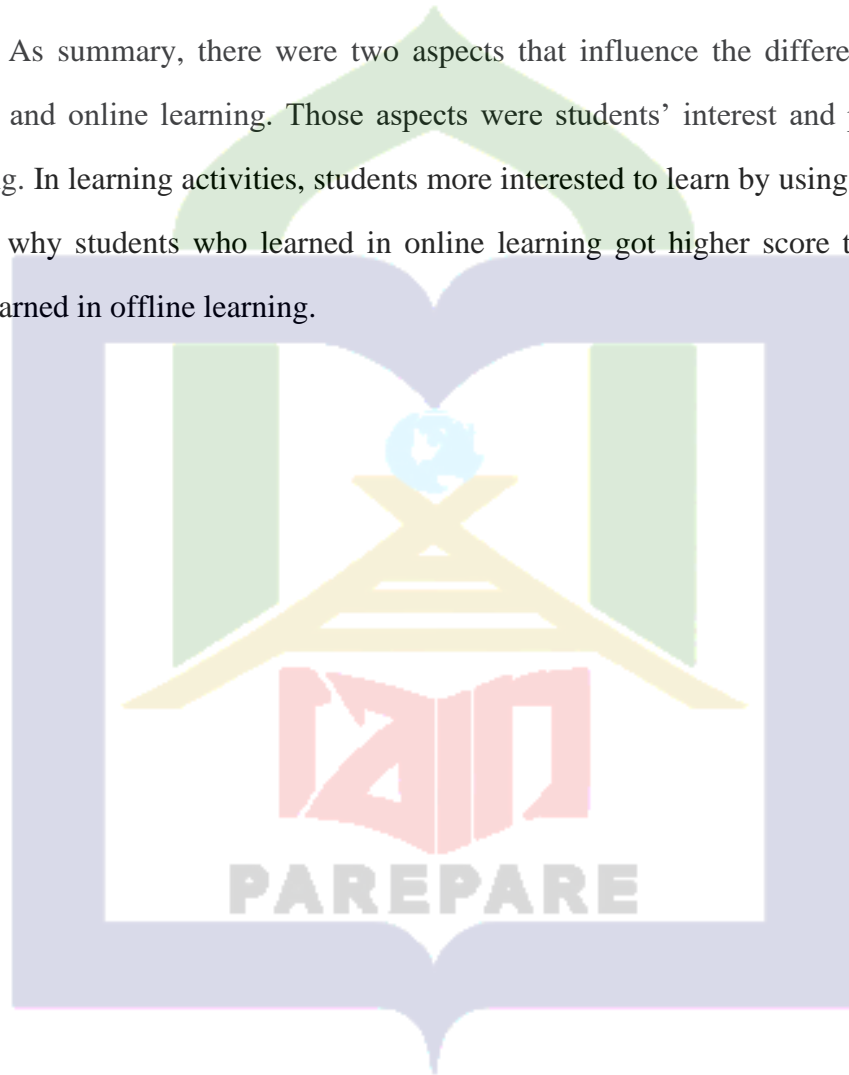
In this research, it is written about the result of the data analysis. Based on the data analysis from the research shows that the result of Sig. (2-tailed) value is  $0.000 < 0.05$  so  $H_a$  is accepted.  $H_a$  states that there is a significant difference between students' learning outcomes in offline and online learning. The result of this research related to result of Maskara's research in " Learning With Goggle Classroom " he found that activity of the students increased during the learning process when using Google Classroom than using traditional methods. This is due to the face of face-to-face that cause some of students who are usually ashamed to ask in class, it is more active when online learning.

In addition, the writer can conclude that nowadays most of students are interested in learning by using technology such as smart phone. The cause of the different of students' learning outcomes in offline and online learning in its procedure of learning. Online learning in its procedure contain such as studying at home, learning by using gadget or smart phone. Teacher and students can use structured and scheduled teaching materials or learning instructions via the internet, so that both can assess each other to what extent the teaching materials are studied. If students need additional information related to the material they are learning, they can access the internet more easily.

Offline learning in its procedure is usually carried out in classrooms where there is a synchronous communication model, and there is active interaction between students, students and teachers, and with other students. But during pandemic the government recommends studying online. So, schools that usually study offline also experience many obstacles, including ineffective teaching and learning. The main thing that has become ineffective and not in accordance with the curriculum is cutting

the number of lessons. For example, one subject should be 4 hours a week, but during a pandemic it only takes 2 hours so that competency attainment is reduced. In addition, the students' absorption of knowledge is reduced because only the core material is learned and not 100% of students understand it because of the tight time.

As summary, there were two aspects that influence the difference between offline and online learning. Those aspects were students' interest and procedure of learning. In learning activities, students more interested to learn by using smart phone that is why students who learned in online learning got higher score than students who learned in offline learning.





## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter deal with the conclusion of the research findings as the answer of the research question. Some suggestion are given to the future research and other researchers who are probably interest in investigating the same topic in different aspect of this study.

#### A. Conclusion

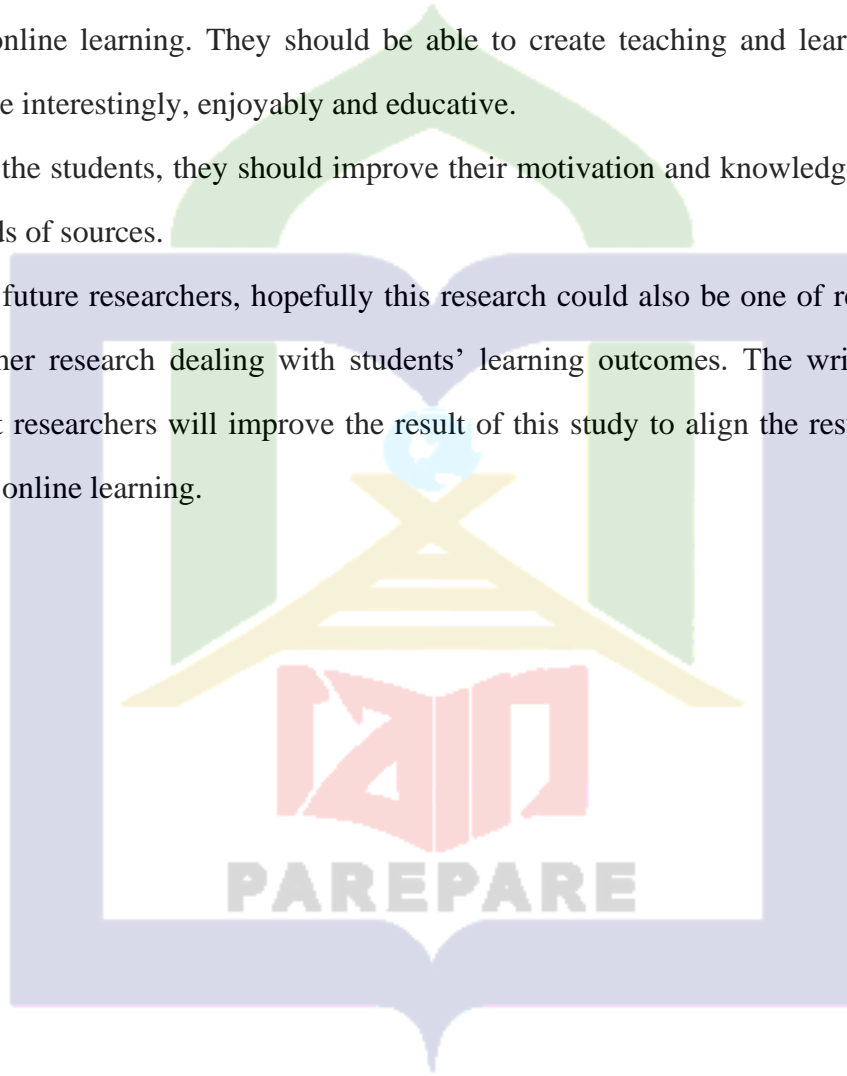
Based on the findings and discussions of data, the researcher conclude as below:

1. Based on the result of students' learning outcomes, the data showed mean score of students' who learned in offline learning was 79.85. That score indicated that students' learning outcomes in offline learning have high score.
2. Based on the result of students' learning outcomes, the data showed mean score of students' who learned in online learning was 82.78. That score indicated that students' learning outcomes in online learning have very high score.
3. Based on the result of independent T-test, the data showed Sig. (2-tailed) value was 0.000. That value indicated that there is a significant difference between students' learning outcomes in offline and online learning. In addition, the difference of offline learning and online learning can also be seen on the mean. Mean score of offline learning was 79 and the mean score of online learning was 82. That score indicate that students' learning outcomes in online learning is higher than students' learning outcomes in offline learning.

## B. Suggestions

Based on the result of data analysis and conclusion above, the researcher puts forward some suggestion as follow:

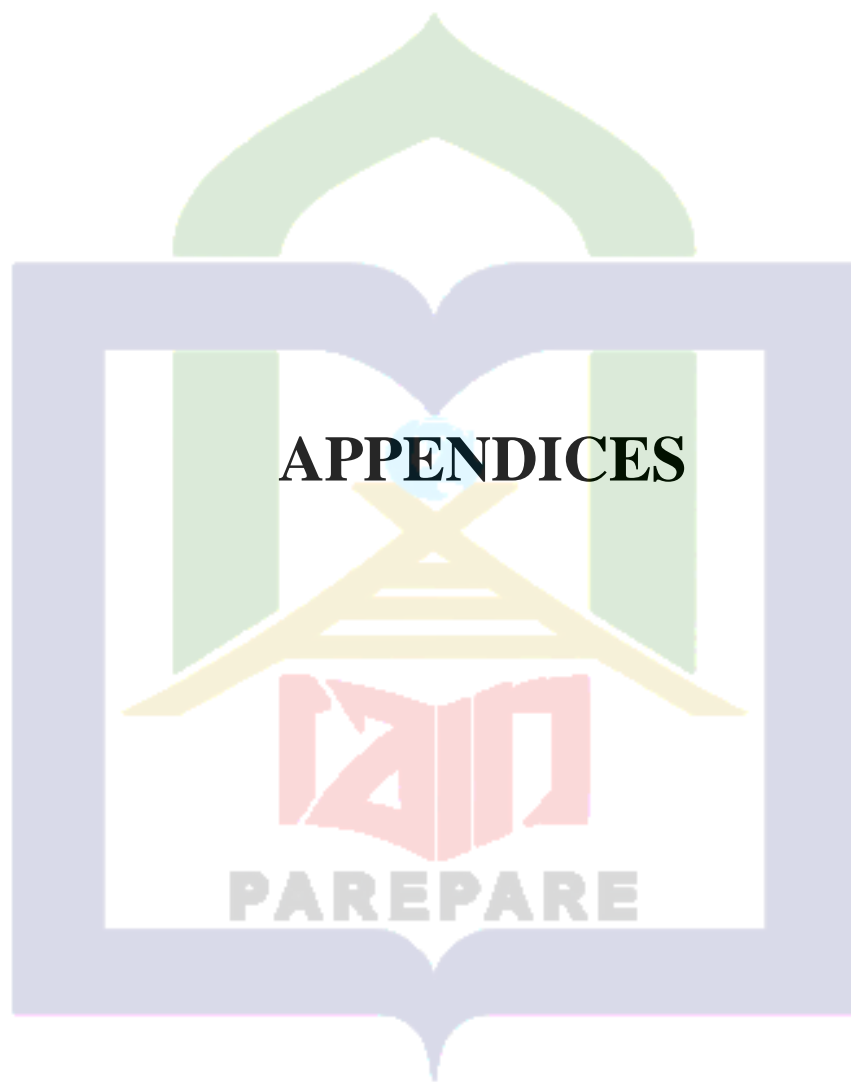
1. For the teacher, they should find out appropriate strategy for teaching, both offline or online learning. They should be able to create teaching and learning process more interestingly, enjoyably and educative.
2. For the students, they should improve their motivation and knowledge from many kinds of sources.
3. For future researchers, hopefully this research could also be one of references for further research dealing with students' learning outcomes. The writer hope the next researchers will improve the result of this study to align the result of offline and online learning.



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## Appendix 1. Instrument Research

	<b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b> <b>INSTITUT AGAMA ISLAM NEGERI PAREPARE</b> <b>FAKULTAS TARBIYAH</b>
	Jln.AmalBakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box909 Parepare 91100,website :www.iainpare.ac.id, email: mail@iainpare.ac.id
	<b>VALIDASI INSTRUMEN PENELITIAN SKRIPSI</b>

NAMA MAHASISWA : RISK RAMDANI  
 NIM : 17.1300.042  
 FAKULTAS/PRODI : ENGLISH EDUCATION PROGRAM  
 JUDUL : THE COMPARISON BETWEEN STUDENTS' LEARNING OUTCOMES IN OFFLINE AND ONLINE LEARNING AT SMK NEGERI 3 PINRANG

### 1. DOCUMENTARY

No.	Document Type	Indicator	Source
1.	Students' Learning Outcomes in Offline Learning ( in English Subject ).	- Average - Standard Deviation - Percentage	Teacher
2.	Students' Learning Outcomes in Online Learning ( in English Subject ).		

After examining the drafting of the student's thesis proposal in accordance with the title, it is essentially dement to have fulfilled the eligibility to be used in the research concerned.


	<b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b> <b>INSTITUT AGAMA ISLAM NEGERI PAREPARE</b> <b>FAKULTAS TARBIYAH</b>
	Jln.AmalBakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box909 Parepare 91100,website: <a href="http://www.ianpare.ac.id">www.ianpare.ac.id</a> , email: <a href="mailto:mail@ianpare.ac.id">mail@ianpare.ac.id</a>
	<b>VALIDASI INSTRUMEN PENELITIAN SKRIPSI</b>


Parepare, 3 Maret 2021

Mengetahui,

Pembimbing Utama

Pembimbing Pendamping

  
Dr. H. Saepudin, S.Ag.,M.Pd.  
 NIP. 197212161999031001

  
Drs. Ismail Latif, M.M.  
 NIP. 1963120719870031003





## Appendix 2. Administration Letters

**SURAT KEPUTUSAN  
DEKAN FAKULTAS TARBIYAH  
NOMOR : 2690 TAHUN 2020  
TENTANG  
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH  
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

**DEKAN FAKULTAS TARBIYAH**

- Menimbang** : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2020;
- Mengingat** : b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012 tentang Perguruan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor: 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
8. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
9. Keputusan Menteri Agama Nomor: 394 Tahun 2003 tentang Pedoman Pendirian Perguruan Tinggi;
10. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
- Memperhatikan** : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2019, tanggal 12 November 2019 tentang DIPA IAIN Parepare Tahun Anggaran 2020;
- b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor 139 Tahun 2020, tanggal 27 Januari 2020 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah;

**MEMUTUSKAN**

- Menetapkan** : a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2020;
- b. Menunjuk Saudara: 1. Dr. H. Saepudin, S.Ag., M.Pd.  
2. Drs. Ismail Latif, M.M.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa:

Nama Mahasiswa : Riska Ramdani  
NIM : 17.1300.042  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : *THE COMPARISON OF THE STUDENTS LEARNING OUTCOMES BETWEEN OFFLINE AND ONLINE LEARNING AT SMKN 3 PINRANG*

- c. Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan sinopsis sampai selesai sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada Anggaran belanja IAIN Parepare;
- e. Surat keputusan ini disampaikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan : Parepare  
Pada Tanggal : 15 Desember 2020

Dekan,  
  
H. Saepudin







KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404  
PO Box 909 Parepare 91100, website: [www.iainpare.ac.id](http://www.iainpare.ac.id), email: [mail@iainpare.ac.id](mailto:mail@iainpare.ac.id)

Nomor : B.1335/In.39.5.1/PP.00.9/05/2021  
Lampiran : 1 Bundel Proposal Penelitian  
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Cabang Dinas Pendidikan Wilayah X  
Provinsi Sulawesi Selatan  
di,-

Kab. Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Riska Ramdani  
Tempat/Tgl. Lahir : Kanari, 06 September 1999  
NIM : 17.1300.042  
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris  
Semester : VIII (Delapan)  
Alamat : Kanari, Desa Mallongi-longi, Kec. Lanrisang, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul :

**"The Comparasion Between Students' Learning Outcomes In Offline And Online Learning At SMK Negeri 3 Pinrang"**

Pelaksanaan penelitian ini direncanakan pada bulan Mei sampai bulan Juni Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 31 Mei 2021  
Wakil Dekan I,  
  
M. Muh. Dahlan Thalib

Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



**PEMERINTAH KABUPATEN PINRANG**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
**UNIT PELAYANAN TERPADU SATU PINTU**  
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

**KEPUTUSAN KEPALA DINAS PENANAMAN MODAL  
DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG**  
Nomor : 503/0226/PENELITIAN/DPMTSP/06/2021

Tentang

**REKOMENDASI PENELITIAN**

- Menimbang : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 03-06-2021 atas nama RISK RAMDANI, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.
- Mengingat : 1. Undang - Undang Nomor 29 Tahun 1959;  
2. Undang - Undang Nomor 18 Tahun 2002;  
3. Undang - Undang Nomor 25 Tahun 2007;  
4. Undang - Undang Nomor 25 Tahun 2009;  
5. Undang - Undang Nomor 23 Tahun 2014;  
6. Peraturan Presiden RI Nomor 97 Tahun 2014;  
7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;  
8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan  
9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.
- Memperhatikan : 1. Rekomendasi Tim Teknis PTSP : 0424/R/T.Teknis/DPMTSP/06/2021, Tanggal : 03-06-2021  
2. Berita Acara Pemeriksaan (BAP) Nomor : 0226/BAP/PENELITIAN/DPMTSP/06/2021, Tanggal : 03-06-2021

**MEMUTUSKAN**

- Menetapkan :
- KESATU : Memberikan Rekomendasi Penelitian kepada :
- 1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
  - 2. Alamat Lembaga : JL. AMAL BAKTI NO. 8 SOREANG
  - 3. Nama Peneliti : RISK RAMDANI
  - 4. Judul Penelitian : THE COMPARISON BETWEEN STUDENTS' LEARNING OUTCOMES IN OFFLINE AND ONLINE LEARNING AT SMK NEGERI 3 PINRANG
  - 5. Jangka waktu Penelitian : 2 Bulan
  - 6. Sasaran/target Penelitian : SISWA KELAS XII MULTIMEDIA
  - 7. Lokasi Penelitian : Kecamatan Mattiro Bulu
- KEDUA : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 03-12-2021.
- KETIGA : Peneliti wajib mentaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.
- KEEMPAT : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 03 Juni 2021



Ditandatangani Secara Elektronik Oleh :  
**ANDI MIRANI, AP, M.Si**  
NIP. 197406031993112001  
**Kepala Dinas Penanaman Modal dan PTSP**  
Selaku Kepala Unit PTSP Kabupaten Pinrang

Biaya : Rp 0,-



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSrE



**PEMERINTAH PROVINSI SULAWESI SELATAN**  
**DINAS PENDIDIKAN**  
**CABANG DINAS PENDIDIKAN WILAYA X**  
**SMK NEGERI 3 PINRANG**

Alamat : Jalan Poros Pinrang-Parepare KM.13 Desa Pananrang Kec. Mattiro Bulu Tlp/Fax : (0421) 3910003  
E-mail : [smknegeri3pinrang@gmail.com](mailto:smknegeri3pinrang@gmail.com)

**SURAT KETERANGAN**

Nomor : 421.5/103/UPT SMKN.3/PRG/DISDIK

Yang bertanda tangan di bawah ini, Plt Kepala SMK Negeri 3 Pinrang, menerangkan bahwa:

<b>Nama</b>	<b>: Riska Ramdani</b>
<b>Nomor Pokok</b>	<b>: 17.1300.042</b>
<b>Jurusan</b>	<b>: Pend. Bahasa Inggris</b>
<b>Alamat</b>	<b>: Kanari</b>
<b>Instansi</b>	<b>: Perguruan Tinggi IAIN Parepare</b>

Benar telah melaksanakan penelitian berdasarkan surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Pinrang. Nomor 503/0226/PENELITIAN/DPMPSTSP/06/2021. terhitung mulai tanggal 14 Juli 2021 s/d 20 Juli 2021. Dengan judul penelitian

**“THE COMPARISON BETWEEN STUDENTS’ LEARNING OUTCOMES IN OFFLINE AND ONLINE LEARNING AT SMK NEGERI 3 PINRANG”**

Demikian surat keterangan ini dibuat dengan sebenarnya dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.



Pinrang, 29 Juli 2021

Plt. Kepala Sekolah

**Dra. SUPU**

NIP. 19650601 199512 1 005

## Appendix 3. Documentation

**Students Learning Outcomes in Offline Learning**

No.	Name	Raport		Final Score
		Knowledge	Skill	
1.	Andi Dina Tonan	75	77	75
2.	Andini	80	75	77
3.	Anisa	84	84	84
4.	Ernawati Ayu	84	84	84
5.	Fitrah	79	79	79
6.	Guntur	70	70	70
7.	Hanifah	87	86	86
8.	Ilham	83	83	83
9.	Ilham Hady	82	80	80
10.	Irmayanti	80	80	80
11.	M. Rijal Abdillah	78	80	78
12.	M. Sukri	80	80	80
13.	M. Ikbali	85	85	85
14.	Maulana	80	80	80
15.	Muh. Ibrahim	75	75	75
16.	Musdalifah	85	84	84
17.	Nur Asmi Basri	75	75	75
18.	Nurfadillah	88	87	87
19.	Nurfatanadillah	82	80	80
20.	Nurlili Iswana	85	83	83

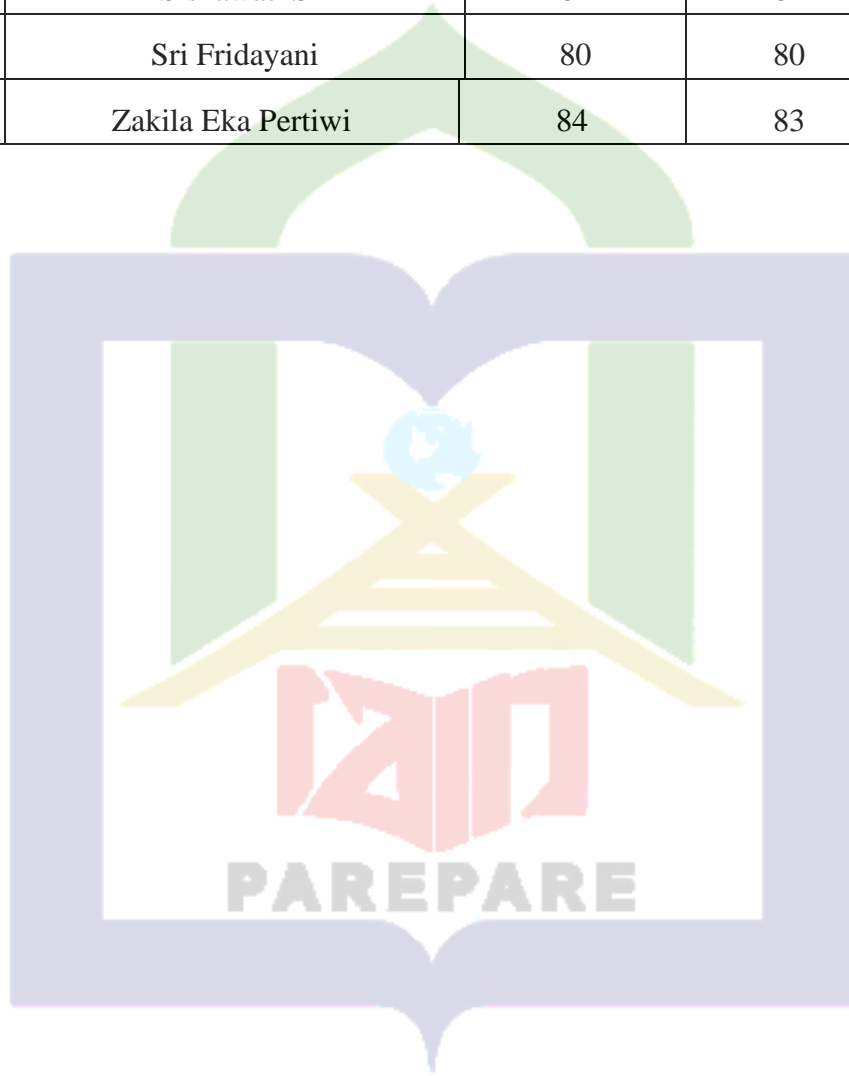
21.	Rahmawati	76	75	75
22.	Rasti	79	79	79
23.	ReskiAripai	87	86	86
24.	Rika Amelia Syahrir	82	80	80
25.	Siskawati S	80	79	79
26.	Sri Fridayani	80	79	79
27.	Zakila Eka Pertiwi	82	82	82



### Students Learning Outcomes in Online Learning

No.	Name	Raport		Final Score
		Knowledge	Skill	
1.	Andi Dina Tonan	80	79	80
2.	Andini	75	75	75
3.	Anisa	80	78	80
4.	Ernawati Ayu	85	85	85
5.	Fitrah	82	82	82
6.	Guntur	80	80	80
7.	Hanifah	88	88	88
8.	Ilham	85	85	85
9.	Ilham Hady	87	87	87
10.	Irmayanti	83	83	83
11.	M. RijalAbdillah	80	83	83
12.	M. Sukri	85	85	85
13.	M. Ikbal	85	85	85
14.	Maulana	80	79	80
15.	Muh. Ibrahim	80	80	80
16.	Musdalifah	85	85	85
17.	Nur Asmi Basri	84	82	84
18.	Nurfadillah	88	88	88
19.	Nurfatanadillah	85	84	84
20.	NurliliIswana	85	85	85
21.	Rahmawati	78	78	78

22.	Rasti	76	75	75
23.	ReskiAripai	87	87	87
24.	Rika Amelia Syahrir	83	83	83
25.	Siskawati S	82	84	84
26.	Sri Fridayani	80	80	80
27.	Zakila Eka Pertiwi	84	83	84





## CURRICULUM VITAE



Riska Ramdani, the writer was born on September 6<sup>th</sup> 1999 in Kanari, Pinrang and South Sulawesi. She is the first child from two children in her family, her father's name is Samunding and her mother's name is Murni. She is a student of English Education Program in Tarbiyah Faculty of IAIN Parepare. Her educational background, she began her study on 2005 at SDN 61 Lanrisang and graduated on 2011. While at the same year she study at SMP Negeri 2 Lanrisang and finish on 2014, then continue her study at SMK Negeri

3 Pinrang and graduated on 2017. Then continue her study at Tarbiyah Faculty of STAIN Parepare and completed her study with the title “ The Comparison Between Students’ Learning Outcomes in Offline and Online Learning at SMK Negeri 3 Pinrang “.

