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by Abdul Malik

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Student Persistence Model in Online Language Learning at University of Maritime Raja Ali Haji

Dr. Abdul Malik¹, Isnaini Le¹⁴hanty², Dody Irawan³

^{1,2,3}University of Maritime Raja Ali Haji, Indonesia

Email : abdulmalik@umrah.ac.id

Abstract

Education in the last two years has undergone very rapid changes due to the Covid-19 pandemic. Online learning is the only option for education to take place. This requires students and teachers to utilize information technology in language learning. The investigation was carried out to find out the extent of student persistence in carrying out language learning at the Raja Ali Haji Maritime University during the Covid-19 pandemic. Investigation through a survey of 103 FKIP students. Collecting data using a questionnaire with a Likert Scale. Furthermore, the data were analyzed by structural equation modeling. The results exhibited that (1) Students' IT mastery affects lecturers' teaching methods; (2) Students' IT mastery has no effect on student persistence, (3) Facilities do not affect lecturer's teaching methods, (4) Facilities do not affect student persistence, (5) Media/application variations affect lecturer's teaching methods, (6) Variations media/applications have no effect on student persistence, (7) lecturer's teaching methods have no effect on student persistence.

Keywords: Persistence, students, online language learning

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Introduction

At the end of 2019, the world was aware of the coronavirus that causes Coronavirus Disease 2019 (COVID-19). COVID-19 disease generally experiences symptoms such as acute respiratory distress to severe diseases such as Middle East Respiratory Syndrome (MERS-CoV) and Severe Acute Respiratory Syndrome (SARS-Co). The virus is a new type of virus so it cannot be recognized by the wider community. This virus case first appeared in Wuhan Province, China, and infected humans for

the first time from animals (Kemenkes RI, 2020). COVID-19 has become a pandemic, so governments in all countries have implemented lockdown or isolation measures. Isolation is an activity to reduce gathering/crowd activities so as to suppress the spread of COVID-19. Therefore, to overcome the spread of this virus, all activities are postponed (Hanifah et al., 2020).

Due to the worldwide spread beginning of March 2020, the physical removing approach to avoid the spread of COVID-19 executed in



Indonesia, scholarly exercises have been moved from face-to-face strategies to online methods. The Serve of Instruction and Culture issued a Circular Letter of the Serve of Instruction and Culture Number 36962/MPK.A/HK/2020 which states that online learning from domestic is for students. These alterbrought about by understudies having to adjust to a modern framework that had a few challenges in its implementation. Among them, the web arrangement and the number of web standards possessed are required to be steady and adequate, the conveyance of address fabric isn't clear face-to-face addresses, and scholastic plans are deferred (Fauziah et al., 2020).

A few contentions relate to e-learning. Availability, reasonableness, adaptability, learning instructional method, deep-rooted learning, and approaches are a few of the contentions related to the online instructional method. (Anugrahana, 2020). It is said that online learning modes are effectively available and can indeed reach inaccessible towns and further zones (Dhawan, 2020). Applications such as zoom, google meet are upheld by a goggle frame that was chosen to assist understudies and speakers as instructors conduct addresses online (Purwandari et al., 2021).

Persistence is a construct that is categorized as a trait (Duckworth et al., 2007). That is, everyone has tenacity in him. However, the level of persistence in each person is different and will cause the form of behavior displayed to be also different. Research conducted by (Purwandari et al., 2021) found that if a person has a high commitment to his life goals, he will develop characteristics that help him achieve his goals. This is called persistence. One's life goals will create a commitment to achieve these goals

through setting and planning activities that will be carried out to achieve goals (Purwandari et al., 2021).

University of Maritime Raja Ali Haji as a better instruction institution in Tanjungpinang City, Riau Archipelago territory has too actualized remove learning in its instruction framework beginning April 2020. This remove learning arrangement is related to the Covid-19 widespread around the world, counting in Tanjungpinang City, Riau Islands, Indonesia. The usage of separate learning at the University of Maritime Raja Ali Haji from April 2020 has been executed 100%. In this manner, it is vital to conduct a ponder as a preparatory consideration to decide on understudy determination in online learning so that it is known the variables that play a part in online learning related to the level of student perseverance in arrange to realize the anticipated learning goals.

The purpose of this study was to determine the factors that influence student persistence in participating in online learning at the University of Maritime Raja Ali Haji, Riau Islands Province, Indonesia. The novelty of this research is the addition of the lecturer's teaching method as an intervening variable, while the persistence of students is an endogenous variable.

Method

The investigation method uses a quantitative approach with a causal design. The population of this study was 140 students at the University of Maritime Raja Ali Haji at the Faculty of Teacher Training and Education. The sampling technique used the Krejcie-Morgan formula so that 103 people were determined as the research sample. The questionnaire instrument as an instrument adapted

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from (Purwandari et al., 2021) used to collect data through a google form which was attended by 103 students. Data collection techniques using a questionnaire. Data analysis using SEM analysis with warp-PLS. PLS as an elective to Basic Condition Modeling with a frail hypothetical premise, can be utilized as hypothesis affirmation. PLS may be a strategy that employs the SEM (Structural Equation Modeling) demonstrate which is utilized to unravel the issue of the relationship between complex factors but the information test estimate is little (Hair et al., 2011)

Result and Discussion

The goodness of fit measures the reasonableness of the observed/actual input with the expectations of the proposed demonstration. There are 3 criteria for demonstrating fit lists or demonstrating reasonableness, specifically Average Path Coefficient (APC), Average R-square (ARS), and Average Variant Inflation Factor (AVIF).

From the output of warpPLS, the average path coefficient (APC) is $0.001 < 0.05$. The output average R-squared (ARS) is $0.006 < 0.05$, and the AVIF value is $3.244 < 5$ which indicates that the model features are fit and there is no multicollinearity problem between exogenous factors. Convergent validity was evaluated based on the relationship between indicator scores and construct scores (outer loading).

Each indicator can be said to be substantial because it has a validity value of more than 0.7. However, for questions in the early stages of scale development, a value of 0.60 can be considered sufficient (Purwandari et al., 2021). In case a marker

does not meet these criteria, at that point, the marker is announced invalid and ought to be evacuated from the demonstrate.

Concurring to (Ghozali, 2012) to the degree the development within the consideration, it must meet the external stacking esteem of over 0.5 which is still worthy. Table 2 appears that all markers that have external stacking esteem of more than 0.5, at that point all markers inquiring about factors are substantial and can be utilized for auxiliary modeling. Development is said to be dependably seen from the esteem of composite unwavering quality and the esteem of Cronbach's alpha. The advancement is declared strong on the off chance that the composite faithful quality regard and Cronbach's alpha are over 0.70 (Purwandari et al., 2021)

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Table 1.
Reliability Test

Variable	Cronbach's Alpha	Composite Reliability	Information
Student IT knowledge(X1)	0.800	0.858	Reliable
Facilities (X2)	0.735	0.821	Reliable
Variety of media and applications used(X3)	0.830	0.877	Reliable
Lecturer teaching method(X4)	0.834	0.879	Reliable

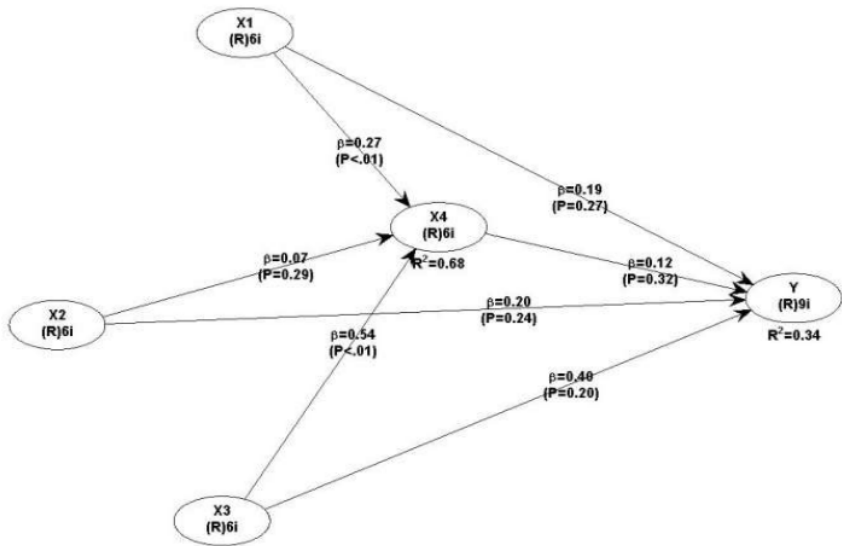


Persistence (Y)	0.821	0.867	Reliable
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Based on Table 1, it appears that the Composite Unwavering quality esteem is more than 0.7; so it can be concluded that the investigation instrument over is solid. Based on Table 3, the comes about of the warpPLSyield is known to have composite

unwavering quality values, Cronbach's Alpha > 0.7, and normal changes extricate (AVE) > 0.5.

These come about agree with the specified criteria.



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Figure 1. Path Scheme

Table 2.
Path Coefficient and P Values

Correlation	Path Coefficient	P-values	Information
X1 → X4	0.27	< 0.001	Accepted
X1 → Y	0.19	0.27 > 0.05	Rejected
X2 → X4	0.07	0.29 > 0.05	Rejected
X2 → Y	0.20	0.24 > 0.05	Rejected
X3 → X4	0.54	< 0.001	Accepted
X3 → Y	0.40	0.20 > 0.05	Rejected
X4 → Y	0.12	0.32 > 0.05	Rejected

The results of the alleged test are explained as follows: 1) The impact of student IT information on lecturers' teaching strategies. The results of the calculations in table 2 show that the probability value is 0.001 < 0.05 and the coefficient is 0.27 which is positive. p-value

< 0.001 is smaller than the critical value of 0.05, meaning that H1 is accepted, (2) The effect of student IT information on learning boredom. From the results of the calculations in table 2, it can be seen that the resulting P-value is 0.27 > 0.05 and the road coefficient is 0.19 which is positive. the



p-value of 0.27 is greater than 0.05 which indicates it is not significant or H2 is rejected, (3) The influence of position on the lecturer's education strategy. The calculation in table 2 shows that the future P-value is $0.29 > 0.05$ and the path coefficient is 0.07 which is positive. the p-value of 0.29 is more prominent than 0.05 which indicates it is not meaningful or H3 is rejected, (4) The influence of lecturers' teaching methods on learning achievement. From the calculation results in table 2, it can be seen that the future P-value is $0.24 > 0.05$ and the coefficient is 0.20 which is positive. the p-value of 0.24 is more than 0.05 which indicates not significant or H4 is rejected; (5) The effect of media/application variations on lecturers' teaching strategies, table 2 shows that the probability value is $0.001 < 0.05$ and the road coefficient is 0.54

which is positive. the p-value of 0.001 is smaller than 0.05 which indicates critical, meaning that H5 is recognized (6) The effect of media/application variations on student achievement. The calculation in table 2 shows that the resulting P-value is $0.20 > 0.05$ and the road coefficient is 0.40 which is positive. the probability value of 0.20 is more than 0.05 which means it is not meaningful or H6 is rejected. (7) The impact of teaching strategies on learning facilities. The calculation results in table 2 show that the P-value is $0.32 > 0.05$ and the road coefficient is 0.12 which is positive. The probability value of 0.32 is more than 0.05 which indicates it is not meaningful or H7 is rejected

The coefficient of assurance that comes about from the SEM investigation is appeared as takes after:

Table 3.
R-squared

X1	X2	X3	X4	Y
			0.681	0.344

Based on the yield comes about in table 3, the R squared esteem is 0.344 which suggests that

the impact of factors X1, X2, X3, and X4 on under study tirelessness (Y) is 34.4% and the remaining 65.6% is affected by other factors exterior this investigate demonstrate. The results of this investigation displayed that the factors that influence student persistence in online learning are students' knowledge of information technology, learning facilities, variations of media and applications used, and lecturers' teaching methods by 34.4%. While the influence of knowledge about information technology, facilities, as well as variations of media, and applications used to affect the teaching methods of lecturers by 68.1%. Basically, everyone has tenacity in him. However, what distinguishes individuals is the level of persistence displayed by the individual in certain situations.

The results of this study provide information that knowledge of information technology, as well as the variety of media and applications used, have a significant effect on lecturers' teaching methods. So the uniqueness of the results of this study is online learning at the Raja Ali Haji Maritime University, the knowledge factor about information technology and the use of various media and applications used has a significant effect on lecturer teaching methods but does not affect student persistence. The results of this study match the need, to reduce the doubts about digital learning and, with encouragement, to integrate teachers with interests to form organizations similar to professional communities to promote digital learning (Liu et al., 2018).

Based on the comes about of this



think, it is known that information on data innovation, as well as the assortment of media and applications utilized, have a noteworthy impact on lecturers' instructing strategies. So the uniqueness of the comes about of this thing is that online learning at the University of Maritim Raja Ali Haji, the information figure approximately data innovation and the assortment of media and applications utilized have a critical impact on lecturers' education strategies but have no impact on understudy perseverance.

Conclusion

This investigation aims to model the factors that impact student persistence in online learning at the university with students' IT mastery factors, facilities, media/application variations, and lecturers' teaching methods at the University of Maritim Raja Ali Haji. Based on the comes about of information investigation, it can be concluded that: (1) Students' IT mastery has an effect on lecturers' teaching methods; (2) Students' IT mastery has no effect on student persistence, (3) Facilities do not affect lecturer's teaching methods, (4) Facilities do not affect student persistence, (5) Media/application variations affect lecturer's teaching methods, (6) Variations media/applications have no effect on student persistence, (7) lecturer's teaching methods have no effect on student persistence.

The impediments of this consideration are as taken after R squared esteem of 0.651 or 65.1% which shows that there are other factors not utilized in this think that have an impact on understudy tirelessness in online learning at the University of Maritim Raja Ali Haji. Future investigation is anticipated to be able to utilize other factors that can be gotten to the interceding factors to reinforce the relationship between exogenous factors and endogenous factors such as ease of utilizing,

benefits, comfort, and supervision.

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