The Effectiveness of Distance Learning in Pandemic Covid-19: Creative Economics Course

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ABSTRACT

This study aims to describe the effectiveness of online distance learning during the Covid-19 pandemic. Since the outbreak of the Covid 19 Pandemic in Indonesia, efforts to prevent the spread and transmission of Covid 19 in government education units through the Ministry of Education and Culture applied policy of closing schools and moved teaching and learning activities through the implementation of Learning From Home (LFH) in the form of Distance Learning (DL). This study uses a quantitative approach. The population in this study was all students of the Master of Economics Education study program who took creative economy courses in the odd semester of 2020/2021. Data collection techniques used in this study are: 1. Documentation 2. Observation guidelines 3. Test 4. Performance. Data Analysis Technique used descriptive statistic. Research results are 1) very effective in achieving learning outcomes both online presence, lecturer presentations, student presentations, assignment submissions, final semester exams, the lack of success is not caused by using online distance learning media but it is because lack of student competence in designing and opening a business creative economy. 2) the advantage is it can prevent the spread of Covid 19 in education units and the weaknesses is the competence of students and lecturers who are not the same in operating online learning devices, expensive internet package costs and network instability Internet.

Keywords: Online Distance Learning, Covid – 19, Creative Economy

INTRODUCTION

Since the outbreak of the Covid 19 Pandemic in Indonesia, efforts to prevent the spread and transmission of Covid 19 in government education units through the Ministry of Education and Culture applied policy of closing schools and moved teaching and learning activities through the implementation of Learning From Home (LFH) in the form of Distance Learning (DL). This policy is formed in the Secretary General of the Ministry of Education and Culture Number 15 of 2020 concerning Guidelines for Organizing Learning from Home in an Emergency for the Spread of Covid 19.

There are two methods of BDR as followings: 1) Online Distance Learning (online ODL) and 2) offline DL. Online DL combines electronic technology and internet-based technology, while offline DL can be done through television broadcasts, radio, self-study modules, printed materials or learning from objects in the surrounding environment.

The objectives of implementing learning from home are: 1) ensuring the fulfillment of students' rights to get educational services (teaching and learning process) during the Covid 19 situation.2) protecting education personals from the adverse effects of Covid 19.3) preventing the spread and transmission of Covid 19 in education. 4) ensuring the fulfillment of psychosocial support for educators, students and parents / guardians (the Secretary of the Minister of Education and Culture decision letter, 2020).

The role of educators in the implementation of learning from home are: 1) facilitating online / offline distance learning as well as a combination of both according to the conditions and availability of learning facilities. 2) Ensuring the achievement of the curriculum. 3) Ensuring the Learning Implementation Plan is achieved. 4) Applying variety of strategies and methods. 5) Making adjustments to the learning assessment. Educators must be adaptive, creative and innovative in learning during the Corona-19 pandemic.

Learning from home is applied accordance to the principles contained in the policy of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Education policies in the Emergency for the Spread of Corona Virus Disease (Covid-19), as follows: 1) the safety and inner health of students, educators, heads of education units and all members of the education unit (civitas academika) are the main considerations in implementing BDR. 2) LFH activities are applied to provide meaningful learning experiences for students without being burdened with demands to complete all curriculum achievements. 3) LFH can be focused on life skills education, including regarding the Covid-19 pandemic. 4) learning materials are inclusive in based on the age and level of education, cultural context, character and type of specificity of students. 5) Activities and assignments during LFH may vary between regions, educational units and students according to their respective interests and conditions, including considering gaps in access to BDR facilities. 6) The learning outcomes of students during LFH are given qualitative and useful feedback from the teacher without being required to give quantitative scores. 7) promote positive interaction and communication patterns between teachers (schools) and parents / guardians (Mendikbud policy letter, 2020).

The Master of Economic Education Study Program in the new curriculum (2020) contains creative economy study. The learning outcomes of the creative economy course such as students are able to create or produce and become entrepreneurs in the creative economy field. It is hoped as attached in learning achievement, students can give tangible contribution to employment because according to Ginting (2018) that in 2014 the contribution of the creative economy sector in recruiting labors was 13.2% (15.17 million people) and in 2015 it was 13.9% (15.96 million people). Meanwhile, according to Creative Economy Agency (CEA) in 2016 the realization of employment reached 16.9 million and in 2018 reached 18.1 million people (Hariyanti, 2018). It has an effect on increasing people's income, reducing unemployment, reducing poverty and increasing the regional economy. As explained by Suparta (2018) that apart from agriculture, the creative industry contributes quite a lot to the national economy with human resources as the main workforce in contrast to other sectors that are highly dependent on natural resources.

Based on the Presidential Regulation of the Republic of Indonesia Number 72 of 2015 concerning the Creative Economy Agency (CEA), there are 16 fields / subsectors in the creative economy as follows: 1) application and game development, 2) architecture, 3) interior design, 4) visual communication design, 5) product design, 6) fashion, 7) film, animation, and video, 8) photography, 9) crafts, 10) culinary, 11) music, 12) publishing, 13) advertising, 14) performing arts, 15) fine arts, and 16) television and radio (Presidential Regulation of Republic of Indonesia, 2015).

According to Howkins (2001), the Creative Economy is an economic activity that makes creativity, cultural heritage and the environment as the foundation for the future. The creation process based on creativity, culture and the environment is by adding value to an economy. The point is that productivity comes from creative people who rely on their scientific abilities.

In the odd semester of the 2020/2021 academic year, all courses in the Master of

Economic Education Study Program use online distance learning including creative economy courses. The online distance learning of creative economy courses are applied by using Google meet for virtual class (delivery of material / lecturer presentations, student presentations and discussions), Google classroom for sending assignments, collecting assignments and assessments and WhatsApp groups for daily communication between lecturers and students for something that is not clear regarding all the mechanisms of the learning process).

Seeing the learning achievements of creative economy courses, students are able to make or produce and do entrepreneurship in the creative economy, can online distance learning achieve these learning outcomes? The benefits of this research for lecturers, universities and the government can choose online, offline learning media or a combination of both during the Covid 19 pandemic by considering the various kinds of resource availability. This research wants to describe the process of learning the creative economy through online distance learning and the achievement of learning outcomes in the creative economy course.

MATERIALS & METHODS

This study uses a quantitative approach because it measures variables. The research variable is an online model of distance learning with the following indicators:

1. Virtual Class with Google meet which is measured by the number of attendances, activeness: asking and expressing opinions, presentation of article assignments.
2. Submission of assignments via Google Classroom such as assignments to create or search for creative economy articles, assignments to design creative economy products, midterm exams and final semester exams.
3. Daily communication through WhatshApp group, for example asking questions about tasks that have not been understood.

4. Uploading creative economy product businesses through social media, especially YouTube and Instagram by looking at product descriptions, likes and subscriptions.

The method or type of this research is descriptive. The descriptive method is used to describe distance learning with an online model which includes:

1. Virtual class learning using Google meet which includes the number of attendance, activeness: asking and expressing opinions, presentation of article assignments.
2. Submission of assignments via Google Classroom such as assignments to create or search for creative economy articles, assignments to design creative economy products, midterm exams and final semester exams.
3. Daily communication through WhatsApp group, for example asking questions about tasks that have not been understood.
4. Business evaluation of creative economy products through social media, especially YouTube and Instagram by looking at product descriptions, likes and subscriptions.

The population in this study was all students of the Master of Economics Education study program who took creative economy courses in the odd semester of 2020/2021, it is 16 students in total. The sample consisted of 16 students with census sampling technique because all members of the population became members of the sample.

Research Instruments

The research instrument is a tool for retrieving research data or measuring variables. The research instruments in this study were:

1. Get virtual class with Google meet:
a. The number of attendance of the instrument is the on line attendance documentation
b. Activeness: asking and expressing opinions on the instrument is an observation guideline with an

assessment component of questioning activeness and activeness in expressing opinions

c. The presentation of the article assignment was the observation guideline with the component of the assessment of the article material, fluency of the presentation and the ability to answer questions

2. Submission of assignments via Google classroom:

a. The task of making or looking for articles on the creative economy of the instrument is a guideline for observing the article presentation

b. The task of designing a creative economy product, the instrument of performance, with components assessing appearance, complexity, selling value, and technology

c. The instrument in the midterm test is the test

d. The final exam for the instrument is performance with a component of the assessment of product descriptions, sales, likes and subscriptions on social media

3. Upload creative economy product business through social media, especially YouTube and Instagram by looking at product descriptions, likes and subscriptions, the instrument is a performance with a component of product description assessment, sales, likes and subscriptions

4. The assessment sheet consists of: Activeness observation assessment sheets during virtual class meetings with Google Meet, observation assessment sheets for creative economy article assignments presentations, performing assessment sheets for designing creative economy products, assessment sheets for product sales on social media.

Scoring criteria:
5 Very active / very good

4 Very active / good
3 Active / good
2 Not active / good
1 Not active / good

Individual and class grades:
91 - 100 Very active / effective / very good
81 - 90 Very active / effective / good
71 - 80 Active / effective / good
61 - 70 Less active / effective / good
≤ 60 Inactive / effective / good

STATISTICAL ANALYSIS
Technique of Collecting Data
Data collection techniques used in this study are:
1. Documentation
2. Observation guidelines
3. Test
4. Performance

Data Analysis Technique
The data analysis technique is used the followings formula:

$$Value = \frac{\sum Acquisition\ score}{\sum maximum\ score} \times 100$$

(Muchson, 2020) (18)

RESULT
The following is the description of Online Distance Learning:
1. Online class trough Google Meet
a. The number of attendance is in the form of on-line presence, where students fill out the Google form every time they meet. In one semester, students take part in virtual lecture meetings 95% because it is written as rules in the lecturing contract is that two absences will not pass the lecture. There are problems in online attendance found likes: 1) it takes 5 - 10 minutes to wait until all students are present in the virtual class before lectures begins. 2) During the lecture, there were some students who left class (leave) several times. After I asked, it turned out that their houses were located in remote areas and the internet network

was not good. 3) If there is no WIFI at home and the internet quota runs out, there are some students who are forced to look for WIFI in several places, for example in cafes or certain locations near their homes. 4) Various reasons for students not attending virtual lectures from illness, family interests, not having internet quota and so on. 5) There is no reason that students can't open the Google meet application. 6) Students enjoy being part of virtual lectures by asking a lot of questions, issuing many opinions maybe because this is first experience of virtual lectures and between lecturers and it made the class easy to control.

b. When virtual class started, the situation went as the plan, starting from the presentation of material by the lecturer from the power points that had been prepared even though some students who left and then joined again because

the internet signal in their area was not good. After the lecturer presentation, there is a question-and-answer session about the lecture material and the lecturer occasionally asks about the material has just been presented. Through the observation guidelines that have been made, the lecturer observes who is actively asking and who is actively expressing opinions. After scoring process, there was 85 students were very active in asking questions and 85 students was very active in expressing opinions in mean score. Virtual class lectures are actually students more concerned because they are monitored one by one by the lecturer, while offline classes in class room are usually crowded, lack concentration, talk with friends, if the students are asked to questions, only a few students ask questions and others like offline class conditions.

Table 1: Observations of Active level on Virtual class Observation with Google Meet

No.	Students List	Measured Component		Individual Score
		The Active level of questioning	The Active level in expressing opinion	
1	Endah Susilowati	4	4	80
2	Asrori Ahmad	4	5	80
3	Aulia Istiqomah	4	4	80
4	Tri Winarsih	5	4	90
5	Yudha Nurcholis	4	4	80
6	Siti Rojabitun N.	4	4	80
7	Rossyda Eryani	4	4	80
8	Yono Dwi Widodo	5	4	90
9	Zulfa Hasanatul Dinasta Putri			
10	Dwi Yuli Herawati			
11	Masruchatin	4	4	80
12	Fajar Widyanarka	5	4	90
13	Sri Handayani	4	4	80
14	Nafidh Fauzi	4	5	90
15	Martia Winda Artanti	4	4	80
16	Siti Fatimah	5	4	90
17	Ellis Susmawati			
18	Siti Nurjayanti	4	5	90
19	Roudhotul Amanah	4	5	90
	Nilai rata-rata kelas	85	85	

Virtual class is not only about lecturers' presentations in delivering material as but also a moment to present creative economy article assignments by students. Assessment of assignment presentations by students are: 1) material or article content. 2) The fluent of presentation. 3) Ability to answer questions. After the assessment was applied through the observation guidelines, the

results found as follows: 1) the material or content of the grade was 95 for articles and it is very good. 2) The fluency of the presentation is 90 and this grade is very good. 3) the ability to answer question is 90 and it is very good. The students could answer the lecturer or friends' questions about the article, this also proves that the

students have read and understood the   article that was presented.

Table 2. Observation Results of Creative Economy Article Assignments Presentation

No.	Students List	Scored Components			Individual Score
		Material/Content	**Presentation**	**Answering Ability**	
1	Endah Susilowati	5	4	4	87
2	Asrori Ahmad	4	4	4	80
3	Aulia Istiqomah	5	5	5	100
4	Tri Winarsih	5	5	5	100
5	Yudha Nurcholis	4	5	5	93
6	Siti Rojabitun N.	5	4	4	87
7	Rossyda Eryani	5	5	5	100
8	Yono Dwi Widodo	5	5	5	100
9	Zulfa Hasanatul Dinasta Putri				
10	Dwi Yuli Herawati				
11	Masruchatin	5	4	4	87
12	Fajar Widyanarka	4	4	4	80
13	Sri Handayani	5	5	5	100
14	Nafidh Fauzi	5	5	5	100
15	Martia Winda Artanti	5	4	4	87
16	Siti Fatimah	5	5	5	100
17	Ellis Susmawati				
18	Siti Nurjayanti	4	4	4	80
19	Roudhotul Amanah	5	4	4	87
	Nilai rata-rata kelas	95	90	90	

2. Assignment Submission Trough Google Meet
a. The task of creating or finding creative economy articles

After four meetings explaining the concept of creative economy by the lecturer through Google meet, students have broad insight into the creative economy of the lecture then give the task of making or looking for articles about the creative economy then present it. Submission of assignments trough Google Classroom (all students submitted) while the presentation is trough Google Meet. Assessment is applied through observation guidelines with assessment components: 1) Material / content. 2) Fluent presentation. 3) Ability to answer (as Table 2 above).

b. The task of designing creative economy products

After virtual class lectures and assignment presentations with Google meet and ended by a midterm exam for 8 times of meeting is completed then continued with the task of designing creative economy products for 3 meetings. Assignments in the form of

videos sent trough Google Classroom and Presented through Google Meet with assessment components: 1) appearance. 2) Complexity. 3) selling points. 4) Technology. The results of observations both through Google Classroom and during the presentation with Google Meet shows (Table 3): 1) as seen from the performance assessment components, the average grade score is 90 which show that the product looks very good in shape, structure and color. 2) Seen from the component of the complexity assessment, the grade point average is 90 which indicates that the product is produced by a complicated method (very good), both the tools and the materials used. 3) Seen from the component of the selling value assessment, the class score is an 90 in average, indicating that the product has a very good selling value, both in terms of community needs and current trends. 4) Seen from the technology assessment component, the average grade value of 50 products that apply technology (not good) with an average product of 80% like culinary and handicrafts.

Table 3. Results of Performance Assessment of Designing Creative Economy Products

No.	Students List	Scored Components				Individual Score
		Performance	**Complexity**	**Selling Values**	**Technology**	
1	Endah Susilowati	4	4	4	3	75

2	Asrori Ahmad	4	4	4	2	70
3	Aulia Istiqomah	5	5	5	2	85
4	Tri Winarsih	5	5	5	3	90
5	Yudha Nurcholis	5	5	5	2	85
6	Siti Rojabitun N.	4	4	4	2	70
7	Rossyda Eryani	5	5	5	2	85
8	Yono Dwi Widodo	5	5	5	3	90
9	Zulfa Hasanatul Dinasta Putri					
10	Dwi Yuli Herawati					
11	Masruchatin	4	4	4	3	75
12	Fajar Widyanarka	4	4	4	2	70
13	Sri Handayani	5	5	5	3	90
14	Nafidh Fauzi	5	5	5	2	85
15	Martia Winda Artanti	4	4	4	2	70
16	Siti fatimah	5	5	5	3	90
17	Ellis Susmawati					
18	Siti Nurjayanti	4	4	4	2	70
19	Roudhotul Amanah	4	4	4	2	70
	Nilai rata-rata kelas	90	90	90	50	

c. Mid Semester Exam (Middle Test)

The material for the midterm examination is creative economy concepts (4 x meetings) and article presentations (3 meetings) with 10 questions (scale of 10). The results of the midterm exams are 95 in average, this indicates that students have understood the concept of creative economy and creative economy articles that describe research results in the creative economy field.

d. Final Semester Examination (Final Test)

Final semester test scores are taken from creative economy product design assignments and creative economy product business assignments in various social media. The result of the product design assignment assessment is 80 in averages (Table 3) this is because is a very low score in the technology aspect. The results of the assessment of business tasks for creative economy products is 85 in average, this is because low in sales aspect (Table 4).

3. Daily communication via WhatsApp group, for example asking questions about tasks that are not yet understood.

In creative economy courses, besides using Google Meet learning media for class and Google Classroom for sending assignments, the students also use WhatsApp group for daily communication about tasks that have not been understood.

4. Upload creative economy product business through social media, especially YouTube and Instagram.

The task of creating a creative economy business in various social media, especially YouTube and Instagram, is evaluated with the following components: 1) product description. 2) Sales. 3) The number of like in social media. 4) subscribe. The results of the observations show: 1) the average product description is 90 very good because it is able to describe product specifications. 2) the average sales rate is not good, the product is sold, but the average is still below Rp. 1,000,000. 3) the average who likes 90 is very good but still below 500.4) the average subscribes 90 is very good but is still below 100.

Table 4. Assessment Sheet of Product Sales on social media

No.	Students List	Scored Components				Individual Score
		Product Descriptions	Sales	Like	Subscribe	
1	Endah Susilowati	4	3	4	4	75
2	Asrori Ahmad	4	2	4	5	75
3	Aulia Istiqomah	5	3	5	5	90
4	Tri Winarsih	5	3	5	4	85
5	Yudha Nurcholis	5	3	5	5	90
6	Siti Rojabitun N.	4	3	4	4	75
7	Rossyda Eryani	5	3	5	5	90

8	Yono Dwi Widodo	5		3	5	4	85
9	Zulfa Hasanatul Dinasta Putri						
10	Dwi Yuli Herawati						
11	Masruchatin	4		3	4	5	85
12	Fajar Widyanarka	4		3	4	4	75
13	Sri Handayani	5		3	5	5	90
14	Nafidh Fauzi	5		3	5	4	85
15	Martia Winda Artanti	4		3	4	5	85
16	Siti fatimah	5		3	5	5	90
17	Ellis Susmawati						
18	Siti Nurjayanti	4		3	4	4	75
19	Roudhotul Amanah	4		4	4	4	80
	Nilai rata-rata kelas	90		60	90	90	

From the results of the description of the learning, viewed from the learning outcomes, it can be concluded that:

Virtual learning using Google meet like online presence, lecturer presentations and student article presentations are very good / effective.

Submission of assignments and assessments using Google Classroom is very good.

Product design is very good even though there is a low assessment component in the technological aspect. The low aspect of this technology is not caused by online DL learning media but because of students' lack competence in the field of technology.

The product business on various social media is very good even though a low assessment component found in the sales aspect. The low aspect of sales is not caused by DL learning media but the lack of competence of students in the field of sales.

Overall online DL learning has achieved learning outcomes like online presence, lecturer presentations, student presentations, assignment submissions, assessments, product design and creative economy product business on social media.

DISCUSSION

Distance learning (DL) has advantages and disadvantages as stated by Syaharuddin, S. (2020) in Nadia (2020) stated that online learning, of course there are many obstacles such as networks, quite expensive quota costs to problems. technical matters such as operating applications (zoom, Google meet, Google classroom, Edmodo) with correct procedures, such as not turning on the mute (microphone) when listening so as not to

store, how to display PPT/ documents, and low student participation in learning.

Online learning using online media requires a cooperative role between lecturers and students in order to run more effectively. The success of learning is determined by the various interacting components. Learning components include lecturers, students, objectives, materials, methods and learning strategies. Rahman, A. M., Mutiani, M., & Putra, M. A. H. (2019) in Nadia (2020) stated that digital media is important to be applied in the world of education because it is able to present interesting and interactive contextual, visual and audio learning. Ramadhan, Ossi Marga, Tarsono (2020) explained that distance learning using Google classroom when viewed from student learning outcomes reached 58.3% (quite effective according to the N-Gain interpretation) comparing before using Google Classroom, it increased on average. Learning outcomes is 22.6% in average.

Garcia, Ribas, Zaquirre, Lopez (2020) stated that the results show competencies have a positive influence on learning outcomes, in which the type of university is a determining factor. Students from the classroom-based university obtained very good results in ethics-related competencies, while online university students did so with ICT-related competencies.

Ichsan, Ilmi Zajuli, Rahmayanti, Henita, Purwanto, Agung, Sigit, Diana Vivanti, Kurniawan, Edi, Dewi, Aryani Kadarwati, Wirdianti, Nina, Hermawati, Farah Muthi, Marhento, Giry. (2020)

Found that WhatsApp was the highest e-learning media (65,54 %). Related to the biggest obstacle is about internet quota in a

cellular phone (27,03%). Then student think the video (35,14 %) was the best type of file to be shared in e-learning. Then the majority of students (54,73 %) thought that the most effective duration for e-learning was 2-3 hours. The results of this study indicate that e-learning was not yet perfect and needs to be improved. The conclusion of this study was e-learning needs to be improved and need innovation.

Rahayu (2021) found that virtual based learning is more easily understood by students supported by digital document, and other e-learning tools. It barriers students in participating in e-learning is an internet connection. Lecturers must plan e-learning well.

Babin, Feld, Lin, Mitchell (2021) found that students registered for a hybrid section perform worse than similar students in a nearly identical online section across two metrics. We determine that the factors influencing success in each format and attribute lower student performance in hybrid sections to mismatched student expectations of the blended learning format. The effectiveness of online learning depends on the interaction between students and lecturers. Actually in class or online learning is the same, depending on each individual how to react to it and make it easy without distinguishing between class learning and online learning. Learning must be self-directed, and learning is also required to be able to manifest itself well in an environment according to talents, interests, abilities and personality characteristics, it should do it forceless and without dependence on others (Putra, MAH, 2019) in Nadia, (2020).

Landrum, Bannister, Garza & Rhame (2020) stated that student satisfaction with online learning emerged as a lived consonance, that is a "gearing together" of student concerns. The main dimensions of these concerns are student expectations regarding the time and space of online learning, self motivation, and the role of others, including fellow students and the teacher. Ultimately, student satisfaction depends on the convergence of the student's expectations regarding these dimensions with the student's overarching educational and life goals tor taking the course.

Alkhudiry, Alahdal. (2021) presented the results indicated that focusing on the two basic learners' psychological needs, competence and relatedness, can significantly enhance leaners' intrinsic motivation. These, in turn, can significantly enhance students to learn during Covid-19. The current study findings provide valuable insights into online learning based on learners' intrinsic motivation.

That distance learning is positively influenced by e-learning infrastructure and the cognitive competence of the students, the faculty, and administrative staff. The results also point out the university's readiness level in adopting online learning based on their previous experience of using the learning system. Finally, the study proposes that in order to improve the e-learning process, there needs to be sufficient financial support from the government, whereas the universities are advised to conduct workshops and training, and to provide teleconferencing applications (Garad, Askar, Abdullah M., Al-Ansi, Qomari, Ika Nurul, 2021).

In the world of education, there is no limitation in learning as long as someone is willing to learn, it is not an issue that needs to be debated. Even though there are unexpected disasters or pandemic such as the Covid-19 outbreak, this is not an obstacle which causes the teaching and learning process to stop, but this is challenge for the world of education to be more creative and innovative in finding solutions deal with the problem in the process of implementing learning process (Putra's learning, MAH, 2019) in Nadia (2020).

Batra, Klein (2020) found that a statistical significance test was performed to account for the most effective pedagogical methods-oral presentations and multiple-choice mini tests. Further methods found to be effective were classroom discussions, in-class

exercises and quizzes, and an even workload plus a diversified portfolio of graded items along with a horse-shoe teaching arrangement.

According to Syaharuddin (2020), the Covid-19 pandemic brings its own wisdom on the ability of lecturers also teachers and parents at home to information technology literacy in learning. In the past, we enjoyed using conventional methods, we even proud of the expository method, but now it is "mandatory" to carry out online learning with various platforms that are available free of charge. Making ourselves as learners is one of the keys to success in learning during the pandemic because we have a lot to learn about information technology.

According to Syarifuddin (2020), in the middle of Covid 19, it is certainly impossible to implement a complete Blended Learning Model, but at least e-learning through various available platforms such as Zoom, Google Meet, Google Classroom are mediums that can be optimized. Through this media, lecturers can transfer knowledge and skills.

CONCLUSION

1. In learning distance online on creative economy courses (Google meet, Google Classroom and WA group) are very effective / good in achieving learning outcomes like online presence, lecturer presentations, student presentations, assignment submissions, final semester exams, the lack of success is not due to using online distance learning media but more due to the lack of competence of students in designing creative economy products and opening businesses in the creative economy field.

2. Distance learning (online learning) has advantages and disadvantages, the advantage is the lecturer and students can be prevented from the spread and transmission of Covid 19 and the weakness is the competence of students and lecturers who are not the same in operating online learning devices, the cost of internet quota is expensive and unstable Internet Network.

3. In online distance learning in creative economics courses, 90% of students get assessments score from 91 to 100 with an average grade of A and 10% 81 - 90 with an average score of B + with the following assessment components: a) Presence. 2) Assignments. 3) Midterm examinations. 4) The final exam of the semester.

4. Conventional learning in class or online learning is the same, depending on how each individual reacts to it and makes it easy without distinguishing between in class learning and online learning (especially for creative economy courses, for other subjects required their own research). The existence of the Covid-19 pandemic is a challenge in itself for the world of education to be more creative and innovative in finding solutions to address a problem in the learning process. Making yourself a learner is one of the keys to successful learning in the pandemic era, so you have to learn a lot about information technology.

5. In online learning, teachers including lecturers as educators must continue to keep character values during the learning process.

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