



SMART CAMPUS ONLINE LECTURE MODEL AS AN ALTERNATIVE EDUCATION EQUITY STRATEGY IN THE ERA OF SUPER SMART SOCIETY 5.0

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ABSTRACT

This study aims to analyze the effect of the Smart Campus Online Lecture Model on Education Equity in the Super Smart Society 5.0 Era in Aceh Province. The sample in the study was 150 (one hundred and fifty) students and lecturers as respondents. The sampling technique used non-probability sampling technique. The data obtained from the distribution of questionnaires to the respondents were processed by the SPSS program. Methods of data analysis using quantitative analysis methods. The results of the study partially show that the online lecture model has a significant effect on Education Equity with a significant value = 0.005, the Smart Campus variable has a significant effect on Education Equity with a significant value = 0.003. And the results of this study indicate that the smart campus online lecture model has an effect on educational equity by 72.9 percent. Based on the results of the study, it shows that the online lecture variable has a very good role for equal distribution of education because it can reach various areas that have not been served or have not had the opportunity to be able to experience higher quality education in 3 T areas and the smart campus model variable is appropriate. many campuses must apply it more optimally in implementing the smart campus model so that later it can provide maximum service to all users of educational services.

Keywords : Online Lecture, Smart Campus, Equitable Education, Super Smart Society.

1. INTRODUCTION

The purpose of national education is to educate the nation's life and develop a complete human being, namely fear of God Almighty, possess knowledge, be physically and mentally healthy, have noble character, be independent, have a strong personality, and be responsible. Education is a process to change the behavior and attitudes of a person or group by means of training and teaching. Minister of Education and Culture, Nadeem Makarim, on Tuesday 24 March 2020, issued Circular Letter Number 4 of 2020 concerning Policy Implementation Education in the Time of Covid-19. The Covid-19 pandemic that has hit the world for more than six months has had an impact on changes in teaching and learning activities. The practice of online education is carried out by various levels of education from elementary to university. There are fewer learning activities in classrooms. The smart campus model as a strategy for equal distribution of education in Indonesia, especially universities. The Super-

Smart Society 5.0 smart campus model will be a new model that can disrupt conventional education models.

2. RESEARCH METHOD

The data in this research were obtained from interviews and distributing questionnaires to students at several universities in Aceh who survived the COVID-19 pandemic, who also experienced the online lecture model which was also part of the Smart Campus service. The universities we chose were Malikussaleh University, North Aceh, IAIN Lhokseumawe, Lhokseumawe Technical Poly, Lhokseumawe STIKES, and several private high schools in Lhokseumawe, USK Banda Aceh, UIN Arraniry Banda Aceh, U-Muslim and Uniki. The questionnaire was distributed to 150 (one hundred and fifty) respondents who held lectures and also attended several universities in Aceh and the data obtained from the results of the questionnaire was then processed with the SPSS (Statistical Package For The Social Science) version 20 program.

3. RESULT AND DISCUSSION

Tabel 1. Multiple Linear Regression Results

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	1.055	.678		1.557	.123		
x1	.257	.090	.271	2.866	.005	.982	1.018
X2	.280	.093	.284	2.996	.003	.980	1.032

Source: Primary data that has been processed (2021)

Tabel 1 show that the constant value of 1.055 means that if the variables of online lectures and the Smart Campus Model are considered constant, then the magnitude of the educational equity strategy is 1.055.

The regression coefficient value of the online lecture variable of 0.257 shows a positive (unidirectional) relationship which means that for each range of online lectures, the increase in educational equity as measured by the Likert scale increases by 0.247, on the other hand if online lectures decrease by one Likert scale unit, it will decrease equity. purchasing education of 0.247 with the assumption that other variables remain.

The coefficient value of the smart campus model of 0.280 indicates a positive relationship (unidirectional) which means that every increase in the smart campus model by one Likert scale unit causes the level of educational equity to increase by 0.280, on the other



hand if the smart campus model decreases by one Likert scale unit, it will decrease educational equity is 0.280 with the assumption that other variables are constant.

Tabel 2. Multiple Linear Regression Analysis Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.860 ^a	.740	.729	.75461

Source: from researchers (2021)

Tabel 2 show that the table above, it can be seen that the correlation coefficient (R) of 0.860 indicates that there is a strong relationship between the independent variable and the dependent variable of 86%. The value is 0.729, this shows that the variation of the independent variable is able to explain the variation of the dependent variable by 72.9%, while the remaining 27.1% is explained by other variables outside the independent variable.

4. CONCLUSION

Based on the results of the research as disclosed above are as follows (1) Based on the results of the partial test, the online college variable and the smart campus model variable have an influence on the strategy of equitable distribution of education in the era of super smart society 5.0, this is indicated by the acquisition of an r-square value of 7.29 and this shows that 72.9 percent of the results of these two variables very influential on the distribution of education. (2) 2. While the partial effect of each variable also has a very significant effect, namely at the level of 0.005 (online lecture variable) and 0.003 level (smart campus model variable) on educational equity.

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