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Perceptions of Finance teachers to teach Finance subjects through distance learning during Covid-19: A study on Indonesian universities

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Abstract

This research intends to evaluate distance learning strategies and university plans which are applied and followed in different higher education institutions in the department of Accounting and Finance. The study's central emphasis is on the departmental faculty members' perspectives and resources they employed for research during Covid-19 epidemic. This research attempts to find out preferences given by university professors of Finance and Accounting courses for teaching through methods and medium used for online classes, i.e. video conference, traditional lessons and Blackboard etc. For this purpose, a questionnaire was developed comprising two primary axes: first is a collection of demographic details regarding respondents who teach Finance and Accounting courses, and the second is their preferred techniques of remote instruction and the grade of their results. Using the questionnaire, as a research tool, carries such items which reflect the extent to which students can absorb studied material in a better way through distance learning, and, it also carries items related to the teaching methods that helps them understand in the best possible way. The questionnaire also helps the researcher to conclude to what extent distance learning methods may as a strategy, establish effective lines of between teachers and student allows easy access availability of teach any time as per the convenience. Additionally, it gauges how much communication there was among the instructor and pupils throughout the Covid-19 epidemic. The study's faculty participants are those who teach accounting and finance in Indonesian public universities' business management programs. The outcomes of questionnaire were evaluated using a number of statistical programs, as well as a conclusion has been drawn as a result.

Keywords

finance teacher, distance learning, Indonesia

Background of the study

One of today's most popular educational approaches, distance learning is predicated on a teacher conducting classes from a remote location, such as a computer or a mobile device (Khusanov, Khusanova, & Khusanova, 2022). The student can watch the lecture from the comfort of his own home, his local club, his city, or even another country, and the virtual classroom is open to all for quarterly discussions and participation. The program is helpful for students all over the world. Indicators of knowledge education confirm that distance education will achieve more spread in all parts of the world, and it will have the main position in the education and enlightenment system everywhere in the world, and the need for distance education increases as the global population ages and as technology advances. Because of the widespread spread of the Corona virus, the world is currently experiencing an emergency situation (Mastan, Sensuse, Suryono, & Kautsarina, 2022; Weil, De Silva, & Ward, 2014).

Indonesian universities have responded to the growing demand for online education by establishing robust online learning platforms and making them accessible to curious students from all over the world. Population growth, and hence the demand for education, is expected to outpace supply at an alarming rate over the next few decades. As a result, many universities in both developed and developing nations have begun to see a clear deficit in their ability to accept new students (Mastan et al., 2022; Vamosi, Pierce, & Slotkin, 2004). As a result, the distance education project was created to prevent the collapse of human civilization due to a lack of educated citizens and scientific innovators. Learning at a distance requires a comprehensive set of skills and specialized knowledge, from the design of the interactive curriculum to the contracting with the competencies that are able to manage knowledge and the knowledge of cutting-edge technology, and finally to the exams systems and continuous scientific evaluation (Khusanov et al., 2022). In addition to applying international standards and providing guarantees of the highest quality, In order to enhance all phases of learning system, this also invests in and customizes information and communication technology systems. And recently emerged - as it is now in our schools and universities interactive classes that permit the teacher or lecturer to deliver his lectures directly to thousands of students around the world without being constrained to the place, but these tools have evolved to permit students from all over the world to participate in dialogues and interventions (Alkhwaldi & Abdulmuhsin, 2022). The use of knowledge management and widespread student participation are central to the success of distance learning, a relatively recent but crucial development in the evolution of educational practices (Shaw & Mayo, 2022; Tam, 2000). Consequently, we shouldn't oversimplify and create it only to satisfy the demands of a group of

individuals whom situations prevented them from pursuing formal education. It is a full and comprehensive platform for the distribution of information. High-quality education can be found in every corner of the world. The level of conviction at which these education programs are held by large swaths of science and knowledge students is raised by the fact that distance education in our Indonesian universities makes use of interactive electronic systems, cutting-edge educational tools, and specialized software linked to educational portfolios that are themselves equipped with high-level competencies. These days, online learning is more like a collection of smart sciences that are managed through the world of knowledge in an effort to strike a number of delicate balances in human societies than it is like an outdoor education in the style of Tok Show programs. As distance education provides multiple educational resources at low cost and with little competition, it helps to fill in the gaps in the community's educational, cultural, and social infrastructure while also addressing the shortage of teachers and trainers and school and university facilities (Arnold, 2019; Osman, Nasir, & Alzoubi, 2017).

It has achieved unprecedented prevalence and success in distance education among the world's leading research institutions in the United States, Europe, and elsewhere in the developed world, assuring the seeker of knowledge and science that not only is he in good hands, but that he will also make scientific advancements that are challenging to accomplish inside a traditional classroom environment. Through establishing the principle of free education and achieving knowledge and cultural balances among all human societies, distance education with these benefits ensures that culture and knowledge are disseminated and accessible to all who seek it, no matter where in the world they may be or what country they are a citizen of (Antonopoulou, Halkiopoulos, Gkintoni, & Katsibelis, 2022; Koohang & Paliszkiewicz, 2013).

The term "tele teaching" refers to the practice of conducting educational activities over long distances via various forms of electronic communication. Tele teaching is a relatively new method of education that makes use of video conferencing technology to allow for live, cross-campus teaching to take place in lecture halls. Although video conferencing has been and continues to be widely used for distance education teaching (Fraser & O'Brien, 1985; Jaradat, Azaizeh, Almomany, Al-Suwaidi, & Jaradat, 2021), tele teaching has some subtle distinctions. The term "tele teaching" refers to the two-way transmission of visual information (in the form of paper or digital text, three-dimensional objects, or video) and auditory information (in the form of voice or other audio) between multiple locations. Cameras capture and send video from a local endpoint, video displays show video sent from other locations, microphones record and send audio, and speakers play back the audio and video (to play audio received from remote points). Tele teaching is a form of distance education that grew out of video conferencing that emphasizes classroom participation and collaboration (Antonopoulou et al., 2022; Hickey, Ingram-Goble, & Jameson, 2009). Since the same lesson is being broadcast to multiple locations at once, tele-teaching places

a premium on dialogue between the teacher, the class, and the material being taught (Bélanger, 2010; Tuovinen, Dachs, Fernandez, Morgan, & Sesar, 2015). Through the use of live video and audio capabilities, the lecturer in a tele teaching situation can engage with students both in the local tele teaching theatre and on a linked campus (Antonopoulou et al., 2022; Lake & Jones, 2008).

Inside of this research, faculty members' perspectives, the resources they read, and the university goals of Finance Department are evaluated, and those that they wish to teach and are not presented within the study plan, and the knowledge they acquire, during their teaching, in the form of information or skills, the influence of the funding agency, and the study program, which Before on the basis of the student, the teacher's scientific and social background (Honebein & Sink, 2012).

Literature Review

The purpose of the study Kapi, Osman, Ramli, and Taib (2017) is to confirm that teachers actually use the LMS. College of Computing and Engineering students at Hail University. There will be a heavy emphasis on evaluating the Blackboard system's built-in collaborative learning features. Twenty professors and 68 undergraduates from the School of Science, Technology, and Engineering took part in the research. In order to measure how colleges feel about and use Blackboard, a survey was designed. How the faculty and staff use whiteboard tools is described in great detail. We provide meals for the students. The results of the study demonstrated that professors make regular use of certain blackboard features and have positive opinions about the benefits of this technology in the classroom. It was found in the research that despite Blackboard's accessibility, most instructors rarely make use of the system's collaborative tools. The paper by Korhonen and Weil (2015) and Bamoallem and Altarteer (2022) reflects the perspectives of university students and discusses their experiences in a management Finance course. As a result of low participation and ill-preparedness for in-person tutorials, as well as students' demands for access to learning resources beyond the campus, a mixed learning approach was adopted.

Formal course assessments, a learning management system, and a student focus group were utilized to compile data, with a particular emphasis on three of the available online activities: lessons, tests, and chat rooms. According to the results, students appreciate online activities but are reluctant to give up opportunities to interact in person with classmates and teachers. This finding argues in favor of maintaining the course's blended learning format and expanding its use in other contexts. Findings stress the need for a blended approach that includes both online and offline components. This line of thinking aligns with that of (Harker & Koutsantoni, 2005) and Bamoallem and Altarteer (2022), who compared the success of blended and distance education in terms of student retention, satisfaction, and learning outcomes.

Overall, student performance was not significantly different between the two types of instruction, and mixed-learning classes were more effective at keeping

students engaged. The majority of students who participated in either blended or online courses reported feeling satisfied with their experience. In a similar vein, Baker (2016) surveyed Finance students, teachers, and deans at North Texas's public universities to learn more regarding pros and cons of blended learning. The findings show that nobody believes that virtual classrooms are as productive or offer as high-quality communication as traditional classrooms do for the study of Finance.

While many students and teachers see online education as unnecessary, administrators see it as crucial in the battle for limited funding based on enrollment. While, Dahawy and Kamel (2006) centered on brick-and-mortar campuses, which are quickly deteriorating as borderless societies and the proliferation of extended enterprises grow, the result is a hybrid model for knowledge delivery that transcends both space and time. The primary goal of this case is to investigate the use of IT in Egyptian financial education through an examination of how Becker Professional Review prepares its students for certification exams and licensure using cutting-edge IT methods and tools. This case study demonstrates a model that can be replicated in similar environments and how the adaptation of information technology can serve as a platform for the dissemination of knowledge.

The research found that BPR technology's application in Egypt can serve as a template for future implementation in similar settings, with the caveat that Adjustments and transformations are inevitable in the face of varying social, economic, and physical infrastructure. Indeed, this is what (Jaradat et al., 2021) set out to demonstrate through an analysis of the relative efficacy of videoconferencing and traditional face-to-face classroom instruction in university-level Finance courses. Current and historical academic performance were among the many data points used in the analysis. Students' group knowledge, performance, and other factors were analyzed using both traditional and video conferencing methods.

To determine if there were statistically significant differences in performance between video conferencing groups, a multivariate analysis was carried out. Results. Video conferencing was found to have no negative impact on students' academic performance. While Cofré et al. (2015) and Bamoallem and Altarteer (2022) relied on describing the implementation of the blended learning approach for the training course stage in management Finance at a university in New Zealand, for his research. Throughout the course, students are expected to actively participate in writing assignments and reflect on their own learning experiences. Due to low enrollment and sloppy class preparation, as well as a desire on the part of students to make use of resources not available on campus, a hybrid approach to education was adopted. Specifically, lessons, tests, and online chat rooms were singled out as points of focus for data collection across formal course assessments, a learning management system, and a student focus group. According to the results, students appreciate online activities but are reluctant to give up opportunities to interact in person with classmates and teachers. As a result, we

can feel confident in keeping the course in a blended format and expanding it to other regions. The findings stress the significance of including both online and offline activities in a curriculum.

For more, we can refer back to the study Shiru (2020), which analyzed the pros and cons of taking Finance classes online for credit. Based on a review of the literature and empirical studies previously conducted, the researcher developed four research hypotheses. In order to verify them, a questionnaire was conducted among students at the Krakow University of Economics in Poland. Seven hundred and thirteen students from various international and bank finance, oversight, and financial systems courses made up the sample. Students have a favorable impression of blended learning, according to the survey. In excess of half of respondents said that the level of difficulty in online courses is comparable to that in more conventional settings.

As a result, he concluded that taking classes online has several key benefits, including portability, efficiency, and lower tuition. The inability to regularly ask questions, the lack of one-on-one interaction with the instructor, and the requirement of an external educational institution were cited as the most egregious shortcomings. According to the results of a regression analysis, students' outlook on online courses is the single most influential factor in determining whether or not they will be happy with their final grade.

If you're curious about how effective and enjoyable MBA students find the Finance course, check out the research by C. C. Chen and Jones (2007); (Clarin & Baluyos, 2022). As a research method, the authors used a double-blind split. Students in the first group attended classes in the conventional sense. Students in the second group took a hybrid course with fewer lectures than the first. Students praised both methods of instruction and discussed the benefits and drawbacks of each. Students gave a high rating to the mixed-methods approach to education.

The vast majority of them were open to taking part in similar classes in the future. In contrast, students found that the instructions presented in a conventional classroom setting were simpler to understand. Students were able to better grasp the ideas behind this field thanks to mixed learning classes. The participants also reported significant gains in their ability to analyze data. Students' perspectives on the utility and efficacy of distance education have been the subject of research since at least 2002 (Halabi, Tuovinen, & Maxfield, 2002).

Students at two Australian universities enrolled in an introductory Finance course via distance learning. The findings indicate that while online courses are well-received by students and do have their advantages, traditional in-person methods of teaching Financial Management are still preferred. Other research C. C. Chen, Jones, and Moreland (2013) and Xusanovich (2022) looked at how college students felt about Finance classes. In this activity, Students remain encouraged to consider in which way their experiences varied in conventional and blended-learning settings. The study's findings suggest that a combination of face-to-face instruction and digital resources, known as "mixed learning," can be very beneficial to students. When

compared to wholly online courses, the benefits of blended learning are more modest. Students appreciate teachers' ability to respond quickly to their questions and the benefits of working together on projects (Xusanovich, 2022).

Nonetheless, it appears that the hybrid approach does not allow for constant and immediate interaction that is two-way among teachers and its pupils. Students believe that a healthy balance should be struck between face-to-face instruction and online tutorials. Whereas, Cavus, Uzunboylu, and Ibrahim (2007) and Antonopoulou et al. (2022) research had Finance students split into two groups, one of which took the conventional route while the other took a more unconventional "mixed" course.

It has been shown that students who take part in a mixed-learning course achieve significantly higher average grades. They are more accountable for their own education, the author argues. The students were more engaged because of the method of instruction used. Though it wasn't required, they posed more inquiries. It was also pointed out that they actively participate in class and take ownership of their own education. However, the intelligence of students and other demographic characteristics were not considered in the study. The mixed-learning strategy not only allowed for greater temporal and geographical adaptability, but also fostered a lifelong skill of constant self-education.

On the other hand, Al-Saai, Al-Kaabi, and Al-Muftah (2011) conducted research with college-level Finance majors. They proposed polling students about their experiences with and opinions on the efficacy of distance learning using a new dual approach to delivering course materials. It was convenient for students to toggle between in-person and online viewing of lectures in real time. The findings revealed that students were less than satisfied with the distance learning component and performed less well on average when it came to mastering the distance learning course. Since the results varied depending on the various demographic variables of the study, we learn that students in Europe tend to favor direct education, while those in the Americas tend to favor distance education. When it comes to learning methods, East Asian students can be roughly broken down into two groups: those who would prefer online courses, and those who would prefer face-to-face instruction. According to the study's author, it all depends on the syllabus. This is why the researcher decided to set up this study: to find out what the best practices are for remote finance education in the Kingdom of Indonesian and share that knowledge with other educators.

Research Methodology and theoretical approach

The researcher relied on the descriptive and analytical approach, which depends on the method of induction and conclusion, where there is an electronic questionnaire through which all the results are collected and analyzed. The data was collected from the universities teachers of finance departments from two universities, IBA University, Karachi, and Gift University, Gujranwala in Indonesian. The research was relied on in the questionnaire as a tool to collect data, and two

types of variables were adopted, the first type which is the independent variables represented in the demographic variables of the study, namely sex, age, level of education, specialization and another set of variables, in addition to relying on a set of dependent variables represented in the axes The main study, which aims to measure the impact of distance education on Finance. The researcher used both the descriptive statistical approach in data analysis in addition to the analytical statistical approach to link the results and measure the extent of their significance and test the study hypotheses.

The following is a presentation of the most important books written in theoretical literature on distance learning strategies, so that the researcher can build a theoretical basis that can be relied upon in analyzing and drawing conclusions (Harker & Koutsantoni, 2005) The theoretical framework also deals with defining the advantages of employing the information network in the service of university teaching and the problems and obstacles of employing teaching via the information network. The advantages of employing the information network in the university teaching service can be summarized as follows. Providing a flexible learning environment for students who sometimes feel shy when participating directly in the classroom, where you find them more involved in the discussion through the electronic discussion forums (Grandzol & Grandzol, 2006).Creating new areas for learning; As offering educational programs through the information network and the presence of many sources of information and the intensity of the volume of information presented leads to the development of creative thinking and gives them problem-solving skills. Teaching using the information network opens the way for a discussion of discussion between a group whose members may belong to several countries or cultures (Jaradat et al., 2021). This broadens their perceptions and opens up new horizons for them to learn dialogue and know different cultures across the world. It can be said that the proliferation of distance learning programs came to provide universities that offer such programs a competitive tool in foreign markets and contribute to providing financial resources to support the teaching process in these universities and support the economies of their countries, and to provide users of these programs, students and teachers, with high technological skills (Florit, Montaño, & Anes, 2012).

When talking about the economics of education via the information network, we must also address the problems and obstacles of employing the information network in teaching. One of the most important points that must be taken into consideration when teaching via the information network is developing the competencies of faculty members because of this, an active role in using the information network in university teaching; And one of the field studies on the use of information technology in higher education in the United States of America considered the element of development and training for workers in higher education as the most important component that will face the process of e-learning in American colleges and universities during the coming years (Imran, Aftab, Haider, & Farhat, 2013).

Also among the problems are different cultural environments. It is known, for example, that students coming from the capital or specific areas where they have a cultural background differ from the background of those coming. From remote areas, with regard to the use of computers and mastery of English language skills, and the reason for this difference is due to the variation in the level of experience and competence of teachers working in capital schools compared to other remote areas, in addition to the difficulty of possessing modern technological means by students due to poor physical capabilities in remote areas (Dahawy & Kamel, 2006). Therefore, it is assumed that the previous experience in using information technology and mastery of the English language and the level of student benefit from electronic educational materials. Another fundamental problem that faces the employment of the information network in the university teaching service is the technical issues that are intended for those problems related to the use of electronic learning methods in offering educational materials to students. For example, there is the issue of the availability of sufficient computers, the issue of reviewing and providing educational materials presented on the information network when communication is lost, or communication via the Internet may be slow, and the issue of the initial financial costs required converting educational materials into materials presented via electronic means (W.-K. Chen & Cheng, 2007).

E-learning definitions, approaches and distance learning

E-learning is the provision of various means to improve both knowledge and performance via the Internet. Definition of E-Learning: "E-learning refers to the delivery of instruction (including all tasks associated with instructing, instructing, and learning) via digital means. The electronic medium may take the form of the World Wide Web, an intranet, an extranet, satellite television, audio/video files, and/or a compact disc" (Koohang & Harman, 2007)

The nature of distance learning necessitates a level of individualism that isn't always pleasant. The instructor in a distance learning class must also play a more facilitative role. While it is the teacher's hope that students will use the printed or computer television course materials to help them achieve their learning objectives, the decision to do so ultimately rests with the students and is heavily influenced by the quality of the course materials themselves (Bates & Nettelbeck, 2001; Milner, Flowers, Moore, Moore, & Flowers, 2003).

Both the educator and the student can be location-independent when using distance learning. The course can be taken by students from anywhere in the world. Nonetheless, time is not autonomous. Each semester, you must enroll in a certain minimum number of courses. Certain times of the year are designated for the program's execution, and it must be finished within those parameters. In terms of classroom and peer interaction, students who study independently have fewer opportunities. They are working hard to fit in with their peers. Web-based social networking tools. Therefore, the development of communication technologies expands the scope of possible social engagement (Baker, 2016).

The development of distance education programs

Three generations of distance learning can be identified associated with the historical development of production, distribution and communication technology (Epper, Bates, & Bates, 2001). The first generation did not have connectivity and expected a high leak rate. The focus is the distance of the second generation (Henderson et al., 2007). Teaching was to produce and distribute educational materials. Communication with learners has always been a secondary consideration, as communication between learners has been virtually nonexistent. The third generation relies on new technologies for interactive communication (information technology and distance education: facilities provided by the application of new communications and computer technology). This technology now opens possibilities for dialogue between teachers and learners, or among learners themselves, or even between teachers (Cofré et al., 2015).

Approaches to e-learning

According to Imran et al. (2013), there are three following approaches.

1. The concurrent approach involves a geographically dispersed interaction of students with teachers and with each other simultaneously across the web.
2. The asynchronous approach allows the participant to complete the training on the Internet without direct interaction with instructor. It is an embedded learning where information is accessible on an own pace self-help basis, 24/7.
3. The blended method involves the integration of traditional classroom face-to-face learning experiences with online learning experiences (Garrison & Kanuka, 2004).

The fundamental features of productive classrooms when designing and implementing constructive educational strategies, it is important to keep in mind the following four fundamental characteristics of constructive learning environments, as outlined by Sánchez-Prieto, Olmos-Migueláñez, and García-Peñalvo (2017): Teachers and students will share what they've learned. The power dynamic between teachers and their students is collaborative. Teachers act as facilitators or mentors in their classrooms. Diverse students work together in small groups for the purpose of learning. Constructivist aims as a pedagogical framework for learning Honebein and Honebein (2015) seven pedagogical goals for constructive learning environments are summarized as follows. So that practical knowledge can be contributed to the learning procedure (students determine how they will learn). To lend knowledge and an awareness of different points of view (evaluation of alternative solutions). The incorporation of real-world scenarios into the educational process (real tasks). Inspire confidence and ownership in the classroom (student-centered learning). Integrate education into your social activities (cooperation). To promote the employment of visual and/or auditory aids (video, audio text, etc.). Raise consciousness of how knowledge is accumulated (thinking, metacognition).

Finance and distance teaching

According to Tickell, Lim, and Balachandran (2012), there has been a growing call for sweeping reforms in the way Financial Education is structured and disseminated, with much of the shift having to do with advances in information and communication technologies. According to Conway, Johnson, and Ripley (2010), many advancements in educational technology for studying Finance have considered the use of computer-based learning for research and treatment.

Jaradat et al. (2021) conducted one of the few studies on Finance and video conferencing, assessing the studio's introductory Finance video conference course for distant students. In this experiment, instructors provided instruction to both in-person and distant learners using full-duplex video conferencing. How far apart the classroom and the teacher were when the phone was used. Rather than surveying students about their opinions on this method of instruction, Carl and Densmore (1988) compared the academic outcomes of online and on-campus learners. The findings revealed that students' performance at a distance is generally higher than in the classroom. One study reported using "interactive television" (IT) as a teaching method in a curriculum review titled "Distance Learning" by Rebele and Pierre (2019). Through the use of information technology, students and teachers from different locations can have face-to-face conversations despite the physical distance between them. The purpose of this study (Arnold, 2008)was to analyze students' attitudes toward two-way IT and their performance in an introductory Finance course. According to the results, the students at the remote location performed better than those at the home institution. Unfortunately, when they were selected, the students at the remote site did not indicate an interest in taking IT courses (Vamosi et al., 2004).

Data analysis and interpretation

The number of responses to a questionnaire reached ten responses, and non- significant and biased responses were excluded. The different paragraphs were linked to each of the scales and sub-elements and estimating the general direction of the responses. Metrics were also estimated for total responses. The questionnaire includes two parts. The first reflects the independent (demographic) variables. While the second part includes the paragraphs that reflect the answer to the hypotheses and questions of the study. The following is a presentation of the most important descriptive statistics of the study sample. The results are predicted in the following Table.1 below. Through the table it is clear that the study sample consisted of 40% of females, while 60% of males, and therefore the sample is dominated by the balanced trend between the sexes. The following diagram shows the relative frequency distribution of the sample. From the previous table, it is clear that most of the sample represents assistant professors, at 77.78%, while lecturers 10% and associate professors are 20%. The following figure shows this. Through the table it is clear that the largest percentage of the sample has taught 3 or more

courses with a percentage of 60%, while there are 10% studying only one course, and 30% studying two courses. The following figure shows this result. Through the previous table, it is clear that all the vocabulary of the study sample teaches three or more courses through traditional classes, and the following figure shows that. Through the previous table, we find that 90% of the sample has taught three courses or more through the black board, while there is only one who has taught two courses through the black board. The following figure shows this.

Table.1: Descriptive statistics

		Male	**Female**	**Total**	**Total**
Gender	Count	60	40	100	100
	Ratio	60%	40%	100.00%	100.00%
Scientific degree		lecturer	Assistant Professor	Co- professor	Total
	Count	10	70	20	100
	Ratio	10%	70%	20%	100.00%
The number of courses offered through traditional classes		1Course	3Courses and more	No Courses	Total
	Count	0	100	0	10
	Ratio	0%	100.00%	0%	100.00%
The number of courses offered through via Black Board		1Course	2Course	3Courses and more	Total
	Count	0	10	90	100
	Ratio	0%	10%	90%	100.00%
The number of courses offered through via video conference		1Course	3Courses and more	No Courses	Total
	Count	10	60	30	100
	Ratio	10%	60%	30%	100.00%

In addition, the questionnaire list includes 11 items that represent the dependent variables. These paragraphs aim to try to answer the study question and hypothesis, which revolves around the effectiveness and quality of teaching the Finance course through distance learning, and the following table shows the iterative distribution and the relative iterative distribution of responses. Through the previous table, we find that there is a neutral trend towards teaching via video like 50% of the respondents. As for the ease of teaching through the black board, you find that the trend towards approval and support for the ease of teaching through the black board is 80% on agree and 20% on strongly agree. As for the ease and comfort of teaching through traditional classes, there is a very favorable general trend towards ease of teaching through traditional classes which consist of 90% strongly agree and 10% on agree. Through the schedule, it is clear that the

ease of communication between the student and the teacher of the course via video has a general "reject" trend, and therefore it can be said that the study sample rejects an effective communication between the teacher and the student through the video. While there is a neutral trend towards the effectiveness of communication through the blackboard, while there is a very favorable trend for the effectiveness of communication between the teacher and the student through the traditional classes, at 80%. Through the analysis of the responses, we find that there is a very favorable general trend towards that the traditional classes enable the teacher to communicate directly with students. While there is a neutral trend towards the effectiveness of direct communication by relying on the blackboard in the teaching process. This indicates that traditional classrooms are more effective for teachers than blackboards. As for the interaction between students and teachers through traditional classrooms, we find that there is a very favorable trend for respondents towards the effectiveness of traditional classrooms in the interaction between teachers and students. While the trend towards rejection because blackboard is an effective tool for interaction between students and teachers. While there is a neutral trend because the video is an effective tool for communication between teachers and students All of the results are predicted in the following Table.2 below.

Table. 2: Sample frequency distribution

Question		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel comfortable teaching using the Video conference	Count	10	0	50	20	20
	Ratio	10%	0.00%	50%	20%	20%
I feel comfortable teaching using Blackboard	Count	0	0	0	80	20
	Ratio	0.00%	0.00%	0.00%	80%	20%
I feel comfortable teaching using Traditional classes	Count	0	0	0	10	90
	Ratio	0.00%	0.00%	0.00%	10%	90%
I feel the information is better communicated to students through Video conference	Count	1	1	4	4	0
	Ratio	10%	10%	40%	40%	0.00%
I feel the information is better communicated to students through Blackboard	Count	0	30	10	60	0
	Ratio	0.00%	30%	10%	60%	0.00%
I feel the information is better communicated to students through Traditional classes	Count	0	0	0	20	80
	Ratio	0.00%	0.00%	0.00%	20%	80%
I prefer teaching	Count	0	0	10	10	80

Question		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Finance courses via traditional classes because it allows direct contact between me and	Ratio	0.00%	0.00%	10%	10%	80%
students						
I prefer teaching Finance courses via the blackboard because easy use	Count	0	50	0	50	0
	Ratio	0.00%	50%	0.00%	50%	0.00%
The interaction between me and students are more active in Traditional classes	Count	0	0	10	10	80
	Ratio	0.00%	0.00%	10%	10%	80%
The interaction between me and students are more active in Blackboard	Count	0	30	30	40	0
	Ratio	0.00%	30%	30%	40%	0.00%
The interaction between me and students are more active in video conference	Count	10	10	50	20	10
	Ratio	10%	0.00%	50%	20%	10%

In addition to above results, further findings indicates that respondents give more value to that statement "feel the information is better communicated to students through Traditional classes". This indicates that as per the perceptions of espondents the information is better communicated to the respondents through traditional platform. While the lower mean value was of "feel the information is better communicated to students through Video conference". This shows that as per the perceptions of the respondents, the information is not better communicated through the blackboard. Most of the statements mean values were greater of traditional classes as compare to other blackboard teaching. The above discussed results are predicted in the following Table.3 below.

Table.3: Responses Descriptive statistics

Question	Mean	Directio n
I feel comfortable teaching using the Video conference	3.4	Agree
I feel comfortable teaching using Blackboard	4.2	Strongly Agree
I feel comfortable teaching using Traditional classes	4.9	Strongly Agree
I feel the information is better communicated to students through Video conference	3.1	Neutral
I feel the information is better communicated to students through Blackboard	3.3	Neutral

Question	Mean	Directio n
I feel the information is better communicated to students through Traditional classes	4.8	Strongly Agree
I prefer teaching Finance courses via traditional classes because it allows direct contact between me and students	4.7	Strongly Agree
I prefer teaching Finance courses via the blackboard because easy use	3	Neutral
The interaction between me and students are more active in Traditional classes	4.7	Strongly Agree
The interaction between me and students are more active in Blackboard	3.1	Neutral
The interaction between me and students are more active in video conference	3.1	Neutral

Discussion and conclusion

The study dealt with the effectiveness of teaching Finance courses with the distance education system, and what was discussed in the literature was reviewed for this research topic. The questionnaire was used as a tool to collect information. The sample of the study consisted of a gender balance. The majority of the sample are assistant professors. Also, the largest percentage of the sample has taught 3 or more courses. And that all the vocabulary of the study sample teach three or more courses through the blackboard. As for the ease of teaching through the black board, you find that the trend towards approval and support for the ease of teaching through the black board is 88.89%. Through the analysis of the results of the questionnaire, with regard to the ease and comfort of teaching through traditional classes, there is a very general trend towards ease of teaching through traditional classes. It is also clear that the ease of communication between the student and the teacher of the course via video has a general "reject" trend, and therefore it can be said that the study sample rejects an effective communication between the teacher and the student through the video. While there is a neutral trend towards the effectiveness of communication through the blackboard, while there is a very favorable trend for the effectiveness of communication between the teacher and the student through the traditional classes. We also find that there is a very favorable general trend towards that traditional classes enable the teacher to communicate directly with students. While there is a neutral trend towards the effectiveness of direct communication by relying on the blackboard in the teaching process. This indicates that traditional classrooms are more effective for teachers than blackboards. As for the interaction between students and teachers through traditional classrooms, we find that there is a very favorable trend for respondents towards the effectiveness of traditional classrooms in the interaction between teachers and students. While the trend towards rejection because blackboard is an effective tool for interaction between students and teachers. While there is a neutral trend because the video is an effective tool for communication between teachers and students.

Implications and Recommendations

The above research results have several research implications from both of the theoretical and practical perspective. The study could added a body of knowledge in the extant literature to conduct a new area of research in future. The study could also help in the interaction of regulatory bodies like higher education commission of Indonesian and universities to know about the importance of learning management system for the universities. The study could also helped to researchers to conduct their research in future by extending this research. This study could also to teachers and universities to check the importance of distance learning that could enhance the student satisfaction. Along with these contributions, the study also have some limitations. Firstly, the study was limited on Indonesian private universities. A future research could be done on comparative basis on private and government universities. Secondly, the study was limited on Indonesian that could not be generalized on other developed countries. Therefore, a future research could be done on other countries to increase the research generalizability. Thirdly, a future research could be done on longitudinal research design that could enhance the research credibility.

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