ONLINE LEARNING DURING THE COVID-19 PANDEMIC: IMPLEMENTATION IN SMP NEGERI 1 TENJO

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Abstract

This study aims to determine the implementation of online learning carried out at the junior high school level, in SMP NEGERI 1 TENJO, Bogor. The Covid-19 pandemic condition has an impact on the learning patterns that teachers can apply during the Covid-19 pandemic, namely online learning by considering health and safety aspects. This research is a quantitative descriptive study that focuses on the implementation of online-based learning processes and media preferences that are preferred by students in online learning. The results of this study indicate that students do not like online learning, but students prefer face-to-face learning rather than online systems. However, during online learning, 47.6% of students tend to prefer using WhatsApp as a learning tool because it is easy to use and low cost. Then 45.2% of students like learning using google meet. However, during online learning there are several obstacles experienced by students and teachers in online teaching and learning activities, namely unsupportive signals and additional internet quota fees. What's more, when learning is more, there are still some students who don't have gadgets to do learning.

Keywords: online learning, Covid-19 pandemic, learning media.

INTRODUCTION

At the end of 2019, various countries in the world began to be surprised by an outbreak of a disease caused by a virus known as Covid-19 (Corona Virus Diseases-19). This virus initially began to develop in Wuhan, China and spread very quickly to various countries in the world so that the World Health Organization (WHO) declared that the outbreak of the Covid-19 virus was a world pandemic today.

The spread of the Covid-19 virus is the cause of the highest death rate in various countries in the world today, even many victims have died (Ilpaj & Nurwati, 2020). This condition is also faced by Indonesia so the government makes various efforts and issues various policies to prevent the spread of Covid-19 and at the same time overcome the impact it causes. One of the efforts made by the Government of Indonesia is to apply an appeal to the public to practice physical distancing, namely an appeal to maintain distance between people, stay away from activities in all forms of crowds, and associations, and avoid gatherings that involve many people. In fact, in some areas with a very high rate of spread of Covid-19, the government has imposed PSBB (Large-Scale Social Restrictions) in the hope that it will reduce the level of spread of Covid-19.

The government also implements the Work From Home (WFH) policy, especially for State Civil Apparatus (ASN) through the Circular (SE) of the Minister of PANRB No. 19 of

2020 and refined by the SE Minister of PANRB No. 34 of 2020 concerning the adjustment of the ASN work system in an effort to prevent the spread of COVID-19 in government agencies (A. Purwanto et al., 2020). In the field of education, the Government has also issued a Learning From Home (BDR) policy as stated in the Minister of Education and Culture Decree No. 15 of 2020 concerning Guidelines for the Implementation of BDR during the Covid-19 Emergency (Prasetyaningtyas, 2021).

The BDR learning system can vary between regions and even between educational units according to the readiness of the institution. The approach used in this BDR is online learning and offline learning. In schools located in areas with a high Covid-19 spread (yellow zone, orange zone, and red zone), the government has not allowed schools to carry out face-to-face activities directly. Schools can implement online learning systems, namely internet-based learning models and Learning Management Systems (LMS) by utilizing various online learning applications such as zoom, gmeet, and others. With this condition, the use of smartphones or other types of technology is increasing as tools to support the implementation of the learning process (Al-Maroof & Al-Emran, 2018; Denny Pratama et al., 2020).

In addition, schools can also use modules or teaching materials that they can find in their environment to support offline learning. One of the schools that has implemented BDR with an online learning system is SMP Negeri 1 Tenjo, which is located in Tenjo Village, Tenjo District, Bogor Regency. This school is one of many schools in Indonesia that decided to implement an online learning system which is a learning system without face-to-face direct contact between teachers and students but is carried out through online media using the internet network.

In the current pandemic period, the use of online media is one solution to keep teachers and students able to carry out teaching and learning activities from home so that learning materials are still delivered to students properly in accordance with the circular letter of the Ministry of Education and Culture of the Republic of Indonesia Number 4 of 2020 concerning the implementation of Education Policies in the emergency period of the spread of the Corona virus Disease (Covid-19).

METHODOLOGY

The design of this research is descriptive quantitative that focuses on the implementation of the online learning process and the obstacles faced in the implementation of online learning during the COVID-19 pandemic at SMP Negeri 1 Tenjo, Tenjo, Bogor.

The sample that became the respondents in this study were students of class VII in SMP Negeri 1 Tenjo as many as 42 students, 5 teachers. The data collection instruments used were semi-structured interviews conducted online and questionnaires. The questionnaire that was distributed contained a number of questions which were distributed using a google form.

The data analysis method used refers to the Miles & Huberman concept, including data organization, data reduction, data presentation with tables/graphs, and conclusions (Farisia, 2018; Miles et al., 2014). To test the credibility of the data in this study, researchers used triangulation techniques by cross-checking the questionnaire data with interview data.

LITERATURE REVIEW Online Learning

According to (Kemendikbud, 2020) learning must be carried out remotely using an online system. Online learning strategy is the teacher's way of conveying a plan, method, learning in order to convey learning objectives with the online system by utilizing technological developments at this time. Learning strategies that are usually carried out when learning occurs at school are very diverse, but learning strategies during the Covid-19 pandemic are very different from ordinary learning carried out in schools, online learning strategies are commonly used by students but are new for elementary, middle and high school children. Online learning conducted by elementary, middle and high school children is also different. Each school also has its own way of online learning, depending on the activity of the teacher himself in delivering material creatively or just in a normal way.

According to the above understanding online learning strategy is a learning strategy that is carried out in the network, in online learning strategies teachers and students carry out learning activities using mobile phones and applications that can help simplify the learning process such as whatsapp, google class room, zoom etc., in online learning teachers and students do not have to meet.

Covid-19 pandemic

Covid-19 according to (WHO, 2020) is a virus called a corona virus that can cause illness in humans and animals, the corona virus disease attacks the corona respiratory area, this disease can be contagious. The beginning of this covid-19 occurred in December 2019 originating from Wuhan, China which has now spread in many countries and has been called a Pandemic.

According to (Setiawan & Komalasari, 2020) The outbreak of the corona virus or Covid-19 has become a worldwide concern because the disease is spreading quite quickly in Indonesia and even in the world in all fields, both in the health sector, in education, in the economic field, and even in the social sector. of the virus. The beginning of the existence of the virus was in the city of Wuhan, China, China, at the beginning of the existence of the virus there were only 27 cases that were not known to have been initially exposed to what? However, after a few weeks the disease began to attack many people until it reached 200 countries affected by the virus. According to WHO (2020) the virus has been declared a pandemic because it has begun to spread in many countries.

According to (Kemendikbud, Negative for Covid-19, Minister of Education and Culture Invites the Community to Do Social Restrictions, 2020) making a decision on limiting the National Examination by eliminating the National Examination and as a substitute for school graduation indicators, you can do the School Examination but it is done online as an effort to stop the transmission of Covid -19 among students.

According to (Kemendikbud, 2020) learning at this time must be carried out remotely or stay at home in order to maintain the health of students, teachers, and school residents, schools also carry out all school activities online both in the learning process, daily evaluations or school exams.

Covid-19 is a virus originating from the city of Wuhan, China, this covid-19 has arrived in Indonesia and there have been so many people who have been exposed to the virus, even in Indonesia, many have died because of the virus. Indonesia also said that COVID-19 had

become a pandemic that had many impacts on life in Indonesia, both in the education, economy, food sectors and even in life.

Learning Media

Media is an intermediary or delivery of messages from the sender to the recipient of the message. (Gerlach and Ely) said that understood broadly are humans, materials, or events that build conditions that make students able to acquire knowledge, skills, or attitudes. Many experts provide limitations on learning media. AECT (Association of Education and Communication), for example, says that learning media are everything that people use to convey learning messages.

Learning media must increase student motivation. In addition, it stimulates students to remember what they have learned, in addition to providing new learning stimuli. Good media and activate students in providing feedback, feedback, and encouraging students to do the right practices. More specifically, regarding the benefits of media, Kemp and Dayton identify the following: delivery of subject matter can be uniformed, the learning process becomes clearer and more interesting, the learning process becomes more interactive, efficiency in time and energy, improves the quality of student learning outcomes, enables the learning process to be done anywhere and anytime, the media can foster a positive attitude towards the material and the learning process, changing the teacher's role in a more positive and productive direction.

Media in the perspective of education is a very strategic instrument in determining the success of the teaching and learning process. Because its existence can directly provide its own dynamics for students.

Media is a physical means that contains messages or means to convey messages. In terms of language, the term media (plural) medium (singular) means intermediary. In daily activities at school, the term media is often interpreted as teaching aids. In relation to communication, media is defined as a communication tool or channel. In relation to learning, media is defined as "a physical means used to communicate or deliver learning messages to students (Wahyuni, 2021).

RESULTS AND DISCUSSION

The development of cases of the spread of Covid-19 which is still high in Indonesia has prompted the Government to take anticipatory steps in the field of education, including restrictions on face-to-face learning directly. Therefore, the Government offers the concept of Distance Learning (PJJ) with an online and offline system.

Through online learning, students do not need to meet face-to-face, but can use various platforms that can help the teaching and learning process that is carried out even though it is distanced. During the Covid-19 pandemic. Therefore, SMP Negeri 1 Tenjo, located in Bogor Regency, implements an online learning system as an effort to prevent the increase in the number of Covid-19 virus patients (Wahyuni, 2021).

Online Learning Process at SMP Negeri 1 Tenjo

Online learning, in its application, relies heavily on internet connections and the availability of online-based media as a learning tool. However, learning designs that are

implemented online must still pay attention to the competencies that are expected to be mastered by students, considering that learning has a very complex nature because it involves pedagogical, psychological, and didactic aspects simultaneously (Syarifudin, 2020). In addition, it is very important for teachers to also pay attention to the learning styles, flexibility, and learning experiences of students (Oktavian & Aldya, 2020).

Based on data from interviews with teachers at SMP Negeri 1 Tenjo as a sample in this study, information was obtained that during the covid-19 pandemic, the learning process was carried out online by utilizing media that were easy to use by teachers and students as described by Mrs. Latifah that:

"I find it quite difficult to do this online learning, due to the many unexpected conditions during the Pjj. such as signal constraints, inadequate learning tools and so on."

Furthermore, Mrs. Latifah as a teacher at SMP Negeri 1 Tenjo explained that the implementation of online learning is still not optimal, as follows.

"Many things become obstacles, tools that are not supportive, especially for students who are less able, network conditions that sometimes hinder this online learning, sometimes quite a lot of students have difficulty understanding the material presented during this Pjj. They are also often limited to being absent and then not continuing or paying close attention to online learning activities."

The phrase shows that the online learning system provides two opposite sides. On the other hand, helping educational institutions to continue to carry out the teaching and learning process until this pandemic ends, on the other hand, actually encourages gaps in student learning outcomes. In fact, the teacher's role in online learning is very important in preparing learning materials derived from the Basic Competencies set out in the curriculum.

By paying attention to the Emergency Response Curriculum set by the government during the COVID-19 pandemic, ideally teachers should be able to adapt learning that focuses on essential competencies and prerequisite competencies for continued learning as stated in the Emergency Curriculum policy (Arifin & Sukati, 2020). Thus, both online and offline learning, teachers must continue to deliver essential material while taking into account the flexibility that is the principle in implementing the emergency curriculum. What's more, through online-based learning, each student learns at their own pace and level of ability, students with a slow pace will lag far behind their peers.

Thus, an important note that needs to be underlined is that in the online learning process, it is not only a matter of the readiness of online learning facilities that need to be considered or learning that only gives assignments to students but more importantly, the teacher must also prepare a learning design that accommodates the essential material from basic competencies and adapt to the characteristics of learners. Therefore, the material presented is not complex material but materials in the form of stimulants to bridge students in constructing knowledge of the competencies they must master.

Online Learning Support Media

There are several applications that teachers can use to support the implementation of the online learning process, for example WhatsApp, Zoom, Edmodo, and others. The government has also prepared various digital platforms to encourage the effectiveness of online learning including study houses, our desks, smart classes, Microsoft Office 365, your school, and

several other digital applications.

Of the various applications that can be used, online learning at SMP Negeri 1 Tenjo uses many applications such as whatsapp and google meet. In detail, the application variants used by teachers and students in online learning at this school are shown in the following graph.

Menurut anda platform digital apakah yang paling menarik dan mudah digunakan dalam pembelajaran secara daring ini?

42 jawaban

Figure 1. Graph of Variations in Types of Online Applications Used in Learning at SMP Negeri 1 Tenjo

Based on the results of the questionnaire data analysis, it appears that the applications that are most often used by teachers and students in the online learning process are whatsapp and google meet. Whatsapp with a percentage of 47.6% and Google Meet with a percentage of 45.2%. The features in WhatsApp are used by teachers as a medium to manage online learning, both in delivering material and giving assignments. The teacher gives assignments by sharing the material to be studied and the assignments of students through whatsapp groups. In addition, teachers also use WhatsApp media to carry out exams. Then, specifically, the teacher also uses Google Meet for the implementation of virtual face-to-face presentations. Google Meet is an application for conducting online video and audio conferencing conversations. An application made directly by Google. To use this application is very easy, it only requires a Gmail account. According to Wicaksono, in his research entitled Blended Learning Learning through Google meet Rooms in Elementary Schools, it is explained that this application is very suitable for teachers, lecturers or office employees in making presentations or in presentation of material online (Dwi Wicaksono & Rachmadyanti, 2016).

Options for using whatsapp and google meet These two applications can be an option, as explained by Mr. Roohmat, one of the teachers at SMP Negeri 1 Tenjo, he said that the online learning process was carried out using whatsapp groups and google meet.

"When we encounter conditions like this, teaching and learning activities can also be carried out through the application, although maybe not as much as when we meet face to face as a learning medium."

Through this media, the teacher distributes material both in the form of short videos and reading material. This is in line with the goal of online learning, which is to provide quality

learning services that are massive and open to reach more and wider study space enthusiasts (Ika Handarini & Sri Wulandari, 2020).

Another type of media that teachers use the most is Google Meet.

This media is very effectively used, especially to carry out face-to-face learning activities online (E. Purwanto & Tannady, 2020). Google meet is a product of Google which is a video communication service developed by Google. This media is also an option as a medium of communication between teachers and students in learning at SMP Negeri 1 Tenjo with the consideration that this application is easy to use, without the need to install, and allows two-way interaction between teachers and students online and synchronously. Meanwhile, the use of email as an online medium is rarely used by teachers and students.

In this context, the use of technology becomes important as a tool that helps the smooth learning process. Several studies have shown that technology makes a positive contribution to learning. The internet has been mixed and matched in learning as a tool to complement learning activities (Martin-Brualla et al., 2015).

Student Interest in Online Learning

The online learning model can be done and accessed by students with a synchronous or asynchronous system. Synchronous online learning involves students learning together with teachers and friends together at the same time through digital media platforms. Meanwhile, asynchronous learning is an online learning service with an indirect communication pattern, which allows students to learn their own material outside of face-to-face time online, for example using email, YouTube, and other similar media (Chen et al., 2020).

At SMP Negeri 1 Tenjo, as long as the school is closed during the COVID-19 pandemic, the learning system is carried out online, both synchronously and asynchronously. However, by looking at the conditions and readiness of the existing online learning support system, teachers tend to carry out online learning asynchronously with a longer duration of learning than regular classes because students can access assignments or learning resources not only during class hours. Meanwhile, synchronous online learning is used less frequently considering the limitations that students have in accessing the internet network and the limitations of ownership of gadgets or other digital devices.

This condition has an impact on the higher allocation of student learning time and further increases the student's learning load. Therefore, in other research results it is recommended that online learning should use a balanced synchronous and asynchronous pattern, even synchronous online learning is required to encourage participatory interaction between students (Guo, 2020). Synchronous online learning will thus minimize the learning limitations felt by students during the COVID-19 pandemic and reduce the high student learning burden while schools are closed. In addition, synchronous online learning keeps students in the mood to learn because they can stay connected and build interactive dialogues with teachers and friends during learning. Moreover, students actually prefer to carry out face-to-face learning (offline) as the results of the questionnaire distributed to class VIII students of MTs Miftahul Ulum, Beru, Lamongan:

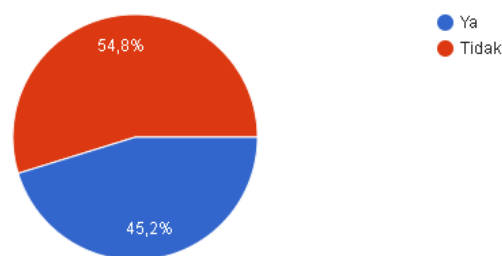Apakah anda menyukai pembelajaran secara daring/online?

42 jawaban

- Ya
- Tidak

54,8%

45,2%

Figure 2. percentage of interest in online learning of SMP Negeri 1 Tenjo students

In the chart above, it appears that as many as 54.8% of students do not like online learning. Meanwhile, 45.2% of students said that they liked online learning. The majority of students stated that they prefer offline learning because they feel that online learning is lacking. This has an impact on the achievement of student learning completeness. In addition, many students think that school is a fun environment for them to meet, play, interact, and share information with their friends.

Barriers to the Implementation of Online Learning

In its implementation, online learning requires facilities that support the implementation of this learning effectively, such as smartphones, laptops or tablets as well as internet quota to access information anytime and anywhere (Sette-De-Souza, 2020).

Through these media, the implementation of learning during the Covid-19 pandemic can still be carried out even though there are still things that need to be perfected so that it hampers the learning process. Various obstacles faced in the implementation of online learning include:

First, not all students can access online-based learning because the signal access is not smooth. Moreover, for students who live in somewhat remote areas, the main obstacle is the internet network connection, there are also some students who still do not have gadgets to carry out online learning.

At SMP Negeri 1 Tenjo, this condition is also faced by students, as stated by one of the teachers there, as follows: "The signal is sometimes unstable because it is located in the village so that even though the teacher is not constrained by the internet because there are facilities from the school, the signal barrier is happens to students.

With these conditions, the learning process can be hampered considering that during this covid-19 pandemic, teachers and students have not been able to carry out face-to-face learning directly. In addition, the obstacle experienced is the increasing cost of using the internet because most students use data packages. Moreover, from an economic point of view, many parents of students are also affected, so this condition is very pronounced.

Then, not all students have smartphone, tablet, and similar media devices. The limitations of this facility, of course, greatly hamper the learning process, especially when online is carried out online. The limitations of this facility, of course, greatly hinder the learning process, especially when online is carried out synchronously (teachers and students

meet online at the same time).

In addition, many students think that school is a very fun activity when carried out in a school environment. They can interact with each other, among friends. Thus, various obstacles experienced in online learning can be mapped into several things, namely obstacles related to smooth internet network signals and accessibility of data package needs, lack of learning support device facilities such as smartphones, gadgets, and others.

To overcome these problems, several efforts have been made by SMP Negeri 1 Tenjo including providing wifi facilities in schools for students who are constrained by internet network problems, then the school also provides laptop facilities for the learning process for students who are limited in not having gadgets in the process. this online learning. Students who have network problems and do not have gadgets are allowed to go to school to get these facilities while still complying with health protocols. In addition, teachers as much as possible also choose learning applications with low data usage, such as whatsapp, so that this application is the most frequently used medium in this school.

CONCLUSION

Education is one of the elements that need to adapt during the Covid-19 pandemic, especially regarding the patterns and mechanisms of learning. To respond to this, the government has issued a Learning from Home (BDR) policy and issued an Emergency Response Curriculum. In practice, each school is relatively different depending on the readiness and condition of the institution. At SMP Negeri 1 Tenjo, Bogor, the school's efforts are to carry out online learning because Bogor is in the Covid-19 red zone.

The choice of media/applications that are most widely used by teachers and students in learning are whatsapp and google meet. The teacher creates a whatsapp class group to share material and give assignments. The use of whatsapp is considered effective because it is easy to use by students with the cost of using internet data which tends to be cheaper than other online-based application platforms. However, the biggest obstacle in online learning is the decrease in motivation and the gap in learning achievement between children. Thus, various further studies related to improving the quality of learning during and after the COVID-19 pandemic need to be carried out.

Moreover, with the development of digital-based learning resources, research opportunities for digital-based media development and their use in blended learning models need to be carried out. For the record, various learning models carried out during the COVID-19 pandemic must be accompanied by commitment, creativity, and teacher concern so as to encourage different learning experiences for students. Thus, technology becomes a tool to encourage successful learning, not as a learning goal.

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