
THE EFFECTIVENESS OF ONLINE LEARNING DURING THE COVID-19 PANDEMIC FOR STUDENTS

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Abstrak

Tujuan dari penelitian ini adalah untuk mengungkap efektivitas pembelajaran online selama pandemi COVID-19. Metode yang digunakan adalah deskriptif kualitatif studi kasus dengan sampel guru dan siswa di SD Negeri Kendalagung, Kragan, Rembang. Penelitian ini menggunakan data primer dan data sekunder. Untuk memperoleh data primer, dilakukan wawancara dan observasi terhadap responden terhadap objek penelitian. Sedangkan data sekunder diperoleh dari literasi literatur, buku, jurnal dan hasil penelitian sebelumnya. Hasil penelitian menunjukkan bahwa untuk mencegah penyebaran dan penularan COVID-19, pembelajaran online harus dilaksanakan. Namun karena keterbatasan SDM dan keterbatasan sarana dan prasarana, pembelajaran online di SD Negeri Kendalagung, Kragan, Rembang belum cukup efektif. Guru juga kesulitan mengukur kemampuan siswa, karena hasil kerja online yang dilakukan siswa meliputi intervensi dan intervensi dari keluarga masing-masing.

Kata kunci: Pembelajaran Online, Covid-19

Abstract

The purpose of this study was to reveal the effectiveness of online learning during the COVID-19 pandemic. The method used is a descriptive qualitative case study with a sample of teachers and students at SD Negeri Kendalagung, Kragan, Rembang. This study uses primary data and secondary data. To obtain primary data, conducted interviews and observations of respondents to the object of research. While secondary data obtained from literacy literature, books, journals and previous research results. The results show that to prevent the spread and transmission of COVID-19, online learning must be implemented. However, due to limited human resources and limited availability of facilities and infrastructure, online learning at SD Negeri Kendalagung, Kragan, Rembang has not been effective enough. Teachers also have difficulty measuring students' abilities, because the results of online work carried out by students include intervention and intervention from their respective families.

Keywords: Online Learning, Covid- 19

PENDAHULUAN

The COVID-19 pandemic that is endemic in various parts of the world, including Indonesia, has limited all forms of human activity. Health protocols must be carried out while maintaining physical distancing in all forms of social interaction. The policy taken by the government in the education sector is to eliminate the face-to-face learning model and replace it with an online learning model to break the chain of the spread of COVID-19.

This is according to opinion, (Firmansyah, 2021) The solution that can be used by teachers to continue learning during the pandemic is to use online learning methods. A similar opinion states that online learning is a system that can assist teachers in carrying out the learning process during the COVID-19 pandemic (Fauzi & Sastra Khusuma, 2020).

This is in accordance with government regulations where students take part in the online learning process remotely from their respective homes online by utilizing information technology. Teachers and students do not meet face to face. In the provisions of Article 1 number 15 of Law Number 20 of 2003 concerning the National Education System, it is stated that distance education is education in which students are separated from educators and their learning uses various learning resources through communication technology, information, and other media.

The practice of implementing online learning refers to the Circular Letter of the Minister of Education and Culture of Indonesia Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Corona Virus Disease (Covid-19). In the circular, it is stated that online learning provides a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation.

Online learning aims to meet educational standards by utilizing information technology by using computers or gadgets that are interconnected between students and teachers, as well as students and lecturers (Pakpahan, 2020:43). The burden of online learning is felt by students and parents, especially for those who do not have mobile phones as online support facilities.

Migration of conventional learning systems (face to face) to online systems requires commitment and togetherness of all components in the school environment and the involvement of parents. In addition, it is also necessary to optimize planning (planning), implementation (acting) as well as observation and reflection (observing and reflecting) on the implementation model of online learning that is run.

Until now, people still think that face-to-face learning systems are still more effective than online learning models, because the role and profession of teachers cannot be replaced by technology. During the application of the online learning model, many parents and students complained because they were burdened with providing learning support facilities. Even some teachers who do not master technological advances also admit that online learning is not as effective as face-to-face conventional learning activities, because there are some online materials that are delivered that are not necessarily understood by all students. The tasks given during online learning also often pile up. Even this phenomenon can create depression and psychological pressure for students and parents during the online learning process.

The opinion of (Widiyatmoko et al., 2021), one of the reasons for the success of education is because of the role of capable teachers in planning and managing learning. Likewise in the implementation of online learning. In online learning, the teacher can use a learning method that uses an internet-based interactive model and Learning Management System (LMS), such as using Zoom, Google Meet, google classroom and so on (Ganesha et al., 2021)., (Nurmala et al., 2021)., (Hakim, 2020)

Although Wekke and Hamid say that information technology can be accepted as a medium in the educational process and is able to assist the teaching and learning process, including in searching for references and news sources (Wekke & Hamid, 2013:1), but based on the initial hypothesis of teachers who teach online and several students who took part in the online learning process at Kandalagung State Elementary School, Kragan, Rembang, it was concluded that during the online learning process, various obstacles occurred in the field.

For example, when the teacher delivers the material, it cannot be fully effective, because the use of online media suggestions through zoom meeting students has not been

able to operationalize it. The internet signal which is sometimes trouble and the availability of internet quota is also an obstacle, resulting in ineffective online learning. The purpose of this study was to reveal the effectiveness of online learning during the COVID-19 pandemic.

METODE PENELITIAN

This research uses descriptive qualitative research with a case study approach. This study describes the effectiveness of online learning in Covid-19 pandemic at SD Kendalagung, Kragan District, Rembang recency. The location in this research is the Kendalagung State Elementary School, District Kragan, Rembang Regency with a research period of 20 February 2021 to March 20, 2021.

Data collection techniques in this study used observation, interviews, and documentation techniques. Data analysis in this study includes Data Reduction, Data Display and Conclusion/verifying. In addition, to obtain the validity of the data in this study, the researcher using triangulation technique. Technique

HASIL DAN PEMBAHASAN

The results of this study describe the Effectiveness of Implementation Online Learning System during the Covid-19 Pandemic at SDN Kendalagung, Kragan, Rembang". Online learning at SD Negeri Kendalagung, Kragan, Rembang is carried out according to the specified schedule. Each teacher adapts the learning situation to the schedule and considering the existing infrastructure. Learning is done by using zoom meeting, material through learning videos and to give assignments using the WhatsApp group media. Types of infrastructure provided used in online learning is a set of laptops/PCs, mobile phones, and internet quota. In addition, so that learning can run effectively, utilization information technology and appropriate online methods based on

the experience of each teacher has an effect on the success and learning objectives. Students can learn more independently at home because the study time is looser, not limited by space and time. Therefore, in online learning, the optimal role of the teacher is needed as the spearhead of learning so that learning objectives can be achieved. As a teacher, of course optimization of the role in teaching and learning activities in situations and any condition must still have a point maximization (Utaminingsih et al., 2020). In addition, in the management of online learning, collaboration between teachers, school principals, parents, and students is needed. This is in accordance with the opinion (Purnomo., et.al, 2022), the Covid-19 Emergency Period explains that the duties of school principals during the Covid-19 pandemic are to foster the attitude of principals among school principals, ensure the quality of student learning at home, carry out management and leadership functions monitor, online learning, and supervised learning.

The role of parents is also very important in the success of online learning. Parents' role in supervising and guiding online learning at home during the pandemic can be carried out well, so that children use technology for learning and nothing else (Salsabila, 2021)., (Rasmitadila et al., 2020)., In contrast to the research results obtained (Mandailina et al., 2021), Various research results that have been analyzed prove that online learning with various online learning sources can increase students' motivation and learning outcomes by 70% which is included in the strong category.

Obstacles in online learning carried out in elementary schools include the achievement of learning targets not being achieved and lacking maximum, due to the lack of student understanding due to delivery material given by the teacher that cannot be done directly and less than the maximum, the teacher has difficulty in measuring students' abilities.

Besides that, in learning activities with online learning there is a lack of maximum interaction between teachers and students. The findings from the survey show that generally students feel a lack of interaction and engagement during the online learning process when studying online (Anwar & Wahid, 2021). In accordance with their respective proportions, because more or less there is intervention at home from parents and students' families, signal constraints and limited internet quotas have also become

barriers to the implementation of online learning. There are some children who indeed in terms of HP ownership that is not affordable and has limitations purchase internet quota to study. These results are in accordance with the findings (Efriana, 2021). Provision of internet quota requires high costs. This difficulty is felt by students and parents from the middle to lower economy.

SIMPULAN

The conclusions obtained in this research are as follows: The application of online learning during the Covid-19 pandemic at SD Negeri Kendalagung, Kragan District, Rembang Regency was carried out using WhatsApp media and zoom meetings. The effectiveness test shows that online learning cannot be achieved optimally in public SD Kendalagung, Kragan District, Rembang Regency. This is due to several obstacles including not all students have smartphones, slow internet network, even internet connection disconnection and quota availability, the feedback process and interaction between teachers and students is constrained during the online learning process, the unstable emotional attitude of elementary school students, the achievement of learning targets is not achieved and is not optimal, and the proportion of students' abilities is difficult to measure by the teacher.

SARAN

It is very necessary for the creativity of the teacher in conveying the material which is also very supportive of the occurrence of fun and well-delivered learning interactions.

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