



Implementation of Online Learning Model in Class X of Senior High School during COVID-19

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ABSTRACT

Keywords:

Implementation;
Learning Model;
Online Learning.

The purpose of this research is to find out how to implement online learning models and to find out what factors hinder the implementation of online learning. This research method uses qualitative research methods with descriptive analysis techniques. This analysis technique is obtained from the results of observations, interviews and the field by means of data collection, data reduction, data presentation, conclusions and verification. The number of student in class X is 30 people. The results of this study indicate that the implementation of online learning models, especially in class X students, is by utilizing several kinds of applications and the factors that hinder the implementation of online learning are the lack of effectiveness and time efficiency, lack of student interest and lack of understanding of the material. The positive impact of online learning is that the learning model applied by teachers is considered quite effective. Because the teacher uses instructional videos, written assignments and practices.



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A. INTRODUCTION

The application of the learning model is one of the main factors in the learning process. This is because when applying an appropriate learning model, the learning process and learning outcomes will be as expected. The learning model is a set of plans or patterns that can be used to design learning materials and guide learning activities in class or in other places that carry out learning activities (Martono, 2014).

Learning is the process of interaction between students and educators and learning resources in a learning environment. Learning is an assistance provided by educators so that the process of acquiring knowledge and knowledge can occur, mastery of skills and character, and the formation of attitudes and beliefs in students. In other words, learning is a process to help students learn well (Tutik Rachmawati dan Daryanto, 2015).

The learning process can be done anywhere and anytime, not only in the classroom but outside the classroom and even at home learning activities can continue. The use of information technology can also help in the learning process, teachers can take advantage of this information technology to carry out an online learning process or learning that is carried out without face to face (Pakpahan & Fitriani, 2020).

The learning process can be done anywhere and anytime, it is very relevant to the current conditions. this, namely the world is on alert for a virus called the corona virus which causes the disease COVID-19. COVID-19 causes diseases that start from flu, fever to cause even more severe

symptoms (Mona, 2020). COVID-19 is a contagious disease, because it is easily transmitted through coughs or breaths released by sufferers of COVID-19. Therefore, the world health organization, namely the World Health Organization (WHO), urges to maintain a distance of more than 1 meter from other people to minimize transmission of COVID-19 (WHO, 2020).

The whole educational system from elementary to tertiary level has been collapsed during the lockdown period of the novel coronavirus disease 2019 (COVID-19) not only in Indonesia but across the globe. Due to the impact of the emergence of this virus in the education sector, the Minister of Education and Culture (Mendikbud) issued circular number 4 of 2020 concerning the Implementation of Education Policies in an Emergency for the Spread of *Corona Virus Deseases-19*. In order to break the chains of the government encouraged the spread of this virus to close the learning activities in schools and implement online learning (*online*)(Menteri Pendidikan dan Kebudayaan, 2020). Online learning has several positive impacts on students because students can study anywhere and anytime (Zhafira et al., 2020).

The research was carried out to determine the online learning model in SMK Minhajuth Thullab Pekalongan especially in class X, because in Indonesia alone there are not many schools that implement this online learning. This online learning was only implemented after a government policy prohibited face-to-face learning. This was done to prevent the spread of the covid-19 virus. The intended purpose of this research seeks to address the required essentialities of online teaching-learning in education amid the COVID-19 pandemic and how can existing resources of educational institutions effectively transform formal education into online education with the help of virtual classes and other pivotal online tools in this continually shifting educational landscape. The value of this research to draw a holistic picture of ongoing online teaching-learning activities during the lockdown period including establishing the linkage between change management process and online teaching-learning process in education system amid the COVID-19 outbreak so as to overcome the persisting academic disturbance and consequently ensure the resumption of educational activities and discourses as a normal course of procedure in the education system (Mishra et al., 2020).

B. METHODS

This research was conducted at SMK Minhajuth Thullab Pekalongan, with the research subject of class X. The number of sample is 30 people. The type of research conducted by researchers is qualitative research. Qualitative research is a type of research where the findings are not obtained through quantification procedures, statistical calculations, or other forms of means that use numbers. Principally, qualitative research is to understand the object under study in depth. The main sources of data in qualitative research methods are words and activities, while other than that documents, files, writing are additional data. The data sources obtained can be in the form of primary data sources and secondary data sources (Gunawan, 2014).

Data is a collection of information or material obtained through a data collection method which is then processed and analyzed which in turn produces new findings.

1. Primary data sources, namely data directly collected by researchers from the first source.
2. Secondary data sources, namely data directly collected by researchers as a support for the first source. It can also be said that the data is arranged in the form of documents, and in this study documentation is a secondary data source.

As for the data collection procedure is as follows in Figure 1:



Figure 1. Diagram procedure of the data collection

Data analysis is the process of searching and systematically arranging data obtained from interviews, field notes, and documentation, by organizing data into categories, describing them into units, synthesizing, compiling patterns, choosing which ones are important and which will be learned, and make conclusions so that they are easily understood by oneself and others.

In this qualitative research, researchers used descriptive data analysis techniques in analyzing the research data obtained from the process of systematically searching and compiling the data used, obtained from the results of observations, interviews, and the field, namely (Figure 2):

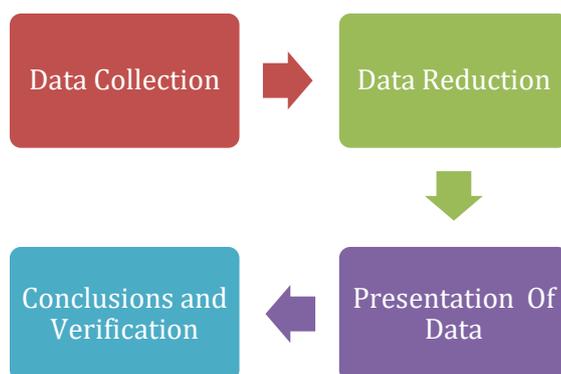


Figure 2. Diagram procedure of the data analysis

C. RESULT AND DISCUSSION

Based on the results of research conducted by researchers in class X at SMK Minhajuth Thullab Pekalongan regarding the implementation of online learning models, they are as follows:

1. Implementation of Online Learning Models

The learning used at SMK Minhajuth Thullab Pekalongan during the Covid-19 pandemic is distance learning (PJJ) or online which has been implemented from the middle of March 2020 to the present. This distance learning is carried out in accordance with recommendations set by the government to break the chain of spreading the covid-19 virus. The learning model applied by class X teachers of SMK Minh Knun Thullab Pekalongan is using video learning, written assignments and practice, as described in interviews conducted by researchers with class X teachers of SMK Minhajuth Thullab Pekalongan as follows:

"Online learning model in class X SMK Minhajuth Thullab Pekalongan starts from mid-March 2020 until now and will continue until the end of the odd semester in December 2020. The online learning model used is using video learning, written assignments, and practice. In practice, students are assigned to make a work that is videotaped and the results displayed are then sent to the class teacher".

The applications used by class X teachers of SMK Minhajuth Thullab Pekalongan in implementing online learning include *Whatsapp, and Google Meet*. The applications used by the teacher certainly have their respective functions to support online learning in class X SMK Minhajuth Thullab Pekalongan, as explained by him in the interview, as follows:

"Applications used by class X teachers in the online learning process are: , whatsapp, and google meet. Whatsapp is used to send learning videos and assignments, and Google Meet is used to review material that has been given to students from Monday to Thursday, material review is done every Friday".

The process of assessment or evaluation carried out by class X teachers of SMK Minhajuth Thullab Pekalongan is by giving written assignments and practical assignments to students. As explained by him in the interview, as follows:

"Students are given assignments to work on questions, make a work or practice a scene in the learning material by videotaping the assignment and then sending it to the teacher concerned".

Written assignments given by classroom teachers are not only through the application. However, the students gave and collected written assignments directly to the school. The taking and collection of assignments is accompanied by parents of students, in compliance with health protocols.

2. Inhibiting Factors for the Implementation of Online Learning in Class X

The inhibiting factors in implementing online learning in class X are the lack of effectiveness and time efficiency due to the busy work of parents. This is evident from the results of research (Putria et al., 2020) which explain that the inhibiting factors for online learning include not all students have cellphones and many parents are still busy working. As for the other inhibiting factor, namely, constraints in the signal and internet quota. An unstable signal and limited internet quota prevented teachers and students in the online learning process from running optimally. As explained by him, in the interview as follows:

"When online learning takes place and using the google form and google meet applications, a strong network quality and adequate internet quota are required, because when using these applications it consumes quite a lot of internet quota".

Another inhibiting factor in implementing online learning in class X is the lack of enthusiasm of the students. Lack of enthusiastic students in participating in learning online more than half the number of students in class, as suggested by the class teacher X in the interview as follows: *"The enthusiasm of students in participating learning online is only about 35% only"* The enthusiasm of students is minimal also affect students in understanding the learning material given by the teacher in online learning, as explained by him in the interview, as follows: *"Of the number of students in one class who are able to understand learning material, only about 35% to 55%".*

In the online learning process, schools facilitate wifi for teachers to support the online learning process while the teacher is in school. The wifi facilities provided by the school are used to make learning videos and provide learning videos to students. Schools provide free internet quota every month to students, as explained by him in the interview, as follows:

"The school facilitates teachers by providing wifi facilities and schools also facilitate students by providing free quota every month to support the online learning process. The provision of free quotas for these students has only been implemented since August. The school records the network provider used by each student and provides the free quota every month".

3. Implementation of Online Learning Model

Online learning or distance learning (PJJ) is direct face-to-face learning between teachers and students. Online learning or distance learning (PJJ) is considered very effective for now, in order to break the chain of transmission of the virus *covid-19*. The right learning model, given by teachers to students, especially students of class X of SMK Minhajuth Thullab Pekalongan is a learning model that is fun, flexible, short and easy to understand by students. The learning model applied by the class X teacher of SMK Minhajuth Thullab Pekalongan is felt to be quite effective. Because teachers use video learning, written assignments and practices as displayed by class X teachers as follows:

"The online learning model used is video learning, written assignments and practice. In practice, students are assigned to create a work that is videotaped and the results are shown and then sent to the class teacher".

In this online learning process, teachers provide learning videos to students every day through application *whatsapp* and review material through application *google meet* every week, as displayed by class teachers X as follows:

"Applications used in the implementation of online learning, namely, whatsapp, and google meet. Whatsapp is used to send learning videos, google form is used to provide training questions to students, and google meet is used to review material that has been given to students from Monday to Thursday. Material review is done every Friday".

The learning video provided by the teacher is made as interesting as possible so that students are interested in following this online learning process. Teachers can also use language that is simple and easy to understand so that students do not have difficulty in understanding the material provided by the teacher. Learning video making training for teachers is also very much needed, schools can facilitate teachers by doing interesting learning video making training using a variety of applications. Lack of teachers' understanding of technology can also hinder the successful implementation of online learning itself, the use of various applications to make learning videos feel very important, especially for class X students who still belong to the lower class.

Video media is able to attract students' attention, increase students' imagination, increase critical thinking and trigger students to participate more and enthusiastically, so that later students can be more active in the learning process. In addition, video media has the function of presenting something concrete, albeit not in physical form. Learning using the double senses of sight and hearing can provide benefits for students to better understand the material described by the teacher (Kurniawati et al., 2013).

Assessment is a very important part of the world of education, because assessment is the evaluation material during the learning process. Evaluation carried out in the online learning process is by giving assignments to students in written or video form, as expressed in the researcher's interview with the class X teacher as follows:

"Students are given the task to work on questions, make a work or practice a scene in the learning material by videotaping the task and then sent to the teacher concerned".

The evaluation given can also be in the form of assignment and collection of tasks directly to the school accompanied by the parents of the students. The evaluation conducted by the class X teacher is quite effective because the evaluation is not only done face to face through the google meet application, or assignments through the whatsapp application only, but the evaluation can also be in the form of written worksheets that can be taken and collected directly from school.

In the assessment, teachers can make assessments through student creativity, student activity during online learning, and so on. Assessment can be done in various forms, not only conducting assessments in knowledge but also assessing students' skills, activity and creativity in accordance with the material provided by the teacher. (Arifin, 2012) argue that, evaluation is a process not a result. The result obtained from the evaluation activity is a description of the quality of something, whether it is about value or meaning. While the activity to reach the value and meaning is the evaluation.

Gronlund was quoted by (Purwanto, 2017) formulating the meaning of evaluation as follows:

"Evaluation ... a systematic process of determining the extent to which instructional objectives are achieved by pupils". Evaluation is a systematic process to determine or assist decisions to the extent that teaching goals have been achieved by students.

4. Factors that Hinder the Implementation of Online Learning

The key to the success of this online learning is communication between the guardian of the class with the parents of the students, because in this learning process students can not face the teacher directly, then the parents who are the main teacher at home. The various work backgrounds of students' parents make online learning itself less maximal, because the parents of students can not accompany their children in attending online learning thus impacting the lack of effectiveness and time efficiency in the online learning process. Teachers

are required to always be ready to accompany students from morning to night. This is related to the teacher's performance, where the teacher should prepare the material for the next day but the teacher still feels burdened by the incomplete material that day.

Planning is a very important thing to implement in educational institutions. Without planning, schools may have difficulty in achieving the goals they want to achieve. With planning, work can be more focused and clear. Structured online learning planning can affect the success in conducting the online learning process. The success of the online learning process can be seen from the enthusiastic percentage of students in learning. The minimum percentage of student enthusiasm greatly affects students' understanding of learning, as evidenced by the results of interviews with class X teachers of SMK Minhajuth Thullab as follows: Students

"enthusiasm in following online learning is only about 45% and so far only 35% to 55% only of the number of class III students who are able to understand learning materials through online learning during this pandemic period".

The low percentage of enthusiasm and understanding of students in understanding the material indicates that less than half of the students in class X are able to understand the material provided by the teacher through online learning. This can be due to the lack of structured online learning and learning videos provided by teachers are less interesting. In online learning, teachers are required to be creative and innovative in making learning videos to attract enthusiastic students to be more enthusiastic and interested in following online learning. This is in line with previous research which states that There are some constraints in its implementation but can be solved well by teachers in order to enlighten learners. Both online and offline learning systems are expected teachers to be creative in educating learners, so that learning success can be achieved well or effectively. Teachers actually prefer offline learning where they can interact with students, and also students prefer offline learning with face to face (Pratama & Mulyati, 2020). It is not uncommon that researchers face difficulties when performing meaningful cross-study comparisons for research. Research associated with the distance learning realm can be even more difficult to use as there are different environments with a variety of characteristics (Moore et al., 2011).

Structured learning is a set of actions designed for the learning process of learners by considering the internal events that take place within the learners. A successful learning process requires specific techniques, methods, and approaches in accordance with the characteristics of the goal, learners, materials and teaching resources, so appropriate strategies are needed (Lasapa & Dkk, 2014). Structured learning is a form of systematic learning, in the implementation of structured learning, the teacher conveys the goals to be achieved in the process. This structured learning can also be referred to as learning oriented to the goal to be achieved (Sabriani, 2012).

D. CONCLUSION AND SUGGESTIONS

Based on the results of research and discussion, it can be concluded that (1) the implementation of the online learning model in class X is by utilizing several types of applications such as *WhatsApp* and *Google Meet* to make learning videos. *WhatsApp* is the most dominant to use from the other application, because the teacher makes learning videos and sends them via the application *WhatsApp* so that students can reopen the learning material provided by the teacher and study it again; (2) Inhibiting factors in implementing online learning, namely, the lack of effectiveness and time efficiency due to the parents who are busy with their work so they cannot accompany their children in the online learning process.

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