



WHAT IS ABOUT ONLINE LEARNING?

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ADA APA DENGAN PEMBELAJARAN ONLINE?

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ABSTRACT

Abstract: This article is entitled What's About Online learning? This article aims to describe what online learning is and at the same time describe how online learning is implemented in a school and the constraints and solutions that are given to the various challenges faced in learning. The study also found three sub-focuses, they are (1) the implementation of online learning policies, (2) the obstacles faced by teachers, parents, and students in online learning, and (3) solutions that were given to obstacles in online learning. In addition, the researchers also found its benefits in online learning experienced by parents, students, and teachers. Data collection techniques used were observation, interviews, and documentation. Data analysis techniques used were data reduction, data display, and conclusion. The informants consisted of principals, school supervisors, 12 students, 12 parents, and school committee administrators. The results indicated that the implementation of online learning policies has not gone well. Its success was inseparable from the discipline of all participants, they are schools, teachers, parents, and students. Therefore, from the school, it was required a systematic structure and simple schedule that could make it easier for parents to supervise children's learning. The involvement of parents influences the successful learning for children themselves, because education for children was not completely left to the school. The solutions given to the existing constraints are not appropriate and need to be re-examined.

Keywords: online, implementation, obstacles, solutions, and learning

Abstrak: Tulisan ini memiliki tujuan untuk mendeskripsikan tentang apakah itu pembelajaran online sekaligus menggambarkan bagaimana pembelajaran online ini diimplementasikan pada sebuah sekolah, kendala serta solusi yang diberikan terhadap berbagai tantangan yang dihadapi dalam pembelajaran tersebut. Penelitian tersebut juga menemukan 3(tiga) sub fokus yaitu (1) implementasi kebijakan pembelajaran online; (2) kendala yang dihadapi guru, orang tua, dan siswa dalam pembelajaran online; (3) solusi yang diberikan terhadap kendala dalam pembelajaran online. Selain itu peneliti juga menemukan manfaat tersendiri dalam pembelajaran online yang dialami orang tua, siswa, serta guru. Teknik pengumpulan data yang dipergunakan dalam penelitian ini yakni observasi, wawancara, dan dokumentasi. Teknik analisis data yang dipergunakan meliputi reduksi data, display data, dan penarikan kesimpulan. Informan dalam penelitian ini terdiri dari kepala sekolah, pengawas sekolah, 12 siswa, 12 orang tua, pengurus komite sekolah. Hasil dari penelitian ini menunjukkan bahwa secara implementasi kebijakan pembelajaran online belum berjalan dengan baik. Keberhasilannya tidak terlepas dari pada kedisiplinan pada semua pihak yakni sekolah, guru, orang tua, serta siswa. Oleh karena itu dari pihak sekolah diperlukan jadwal secara sistematis, terstruktur dan sederhana yang bisa memudahkan orang tua memberikan pengawasan belajar anak. Adanya keterlibatan orang tua mempengaruhi keberhasilan pembelajaran anak itu sendiri, karena pendidikan anak tidak sepenuhnya diserahkan pada sekolah. Solusi yang diberikan terhadap kendala yang ada belum tepat dan perlu dikaji ulang kembali.

Kata Kunci: online, implementasi, kendala, solusi, dan pembelajaran

CITATION

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INTRODUCTION

This study needs to be carried out in anticipation of efforts in the education sector, especially schools and teachers, and at the same time as a basis for future policymaking. March 2020 marks the beginning of the COVID-19 pandemic in Indonesia. The COVID-19 pandemic, a disease caused by the novel coronavirus (CoV), is a virus that causes respiratory infections in humans. On March 11, 2020, WHO declared COVID-19 a pandemic. As of 27 March 2020, for a total of 103,942 confirmed cases with 1689 deaths in the United States globally, it reported 27,324 deaths out of 595,800 confirmed cases (Muniyappa & Gubbi, 2020:736).

The existence of the Covid-19 virus pandemic certainly has an impact on education, of course, teaching and learning activities in schools. The face-to-face learning system has also shifted to online learning in a network (online) with a direct system (online) or offline. Activities to stop the spread are intended to implement health protocols such as wearing masks when traveling or leaving the house, staying at home, avoiding large crowds (physical distancing), and limiting gatherings with large crowds or masses (social distancing). As result of the COVID-19 pandemic, the Minister of Education and Culture issued Circular No. 15 of 2020. This Circular Letter Number 15 is to strengthen the Circular Letter of the Minister of Education and Culture Number 4 of 2020 (Kemendikbud, 2020). With this in the world of education itself,

Education policies during the covid pandemic are related to online learning policies. This learning uses technological tools such as smartphones, videos, computers, and other tools that support the implementation of learning. Concerning education policy, which is defined by various rules relating to the field of education which are not much different

from the policies made by the government regarding education (Rusdiana, 2015, p. 57). From the learning that has been done, it turns out that there are many quite complex obstacles from teachers, students, and parents of students. This is also in line with Arora and Srinivasan in (Wahyono, Husama, & Setia Budi, 2020, p. 61) that online learning is not without problems. What is expected is far from being comparable to the results obtained. There are many obstacles such as the internet network, the ability of teachers in IT, lack of training, and lack of awareness in participating in online learning such as lack of attendance, lack of touch, lack of interaction, and so on.

METHOD

This study uses a qualitative approach. This study aims to obtain an overview of the implementation of online learning policies during the COVID-19 pandemic at SMP N 1 Bagan Sinembah and complete with online learning problems that are quite complex, and the solutions provided by schools to problems that occur during online learning. According to Lofland 1984 (Moleong, 2020:157) said that the core data sources of this qualitative research are actions, words, and others as complementary data such as documents and others. As for the data collection techniques in this study is to use namely through observation, interviews, documentation. These three techniques are used in the hope of obtaining the data and information needed and can support and complement each other. Informants in this study were people who were directly involved or people who knew about the research problem, namely the Principal of SMP N 1 Bagan Sinembah, 1 SMP Supervisor, 2 School Committee Management, 7 (seven) teachers, from students 12 people were selected with the category of economically weak students and students who were able to category, as well as the parents of these

students. As for the data collection techniques in this study is to use namely through observation, interviews, documentation. These three techniques are used in the hope of obtaining the data and information needed and can support and complement each other.

It can be seen that in conducting in-depth interviews, it is necessary to have a guide from the interview so that it is more focused and on the topic and is more structured. The observation used in this study is participatory observation, namely the researcher is directly involved in the daily processes of the people and subjects who are observed as the source of the research data (Sugiyono, 2013: 227). With this observation, of course, the data obtained is more complete, as well as to understand at the stage of the meaning of the behavior that appears. The documents used by the researcher are the researcher's notes, documents from interviews, school documents that support the online learning program. The triangulation technique carried out by the researcher means that the researcher uses various techniques in collecting data, namely by using participatory observation, in-depth interviews, and documentation studies as concurrent or simultaneous data sources. The hope is that with triangulation researchers will further increase the strength of research data when compared to only one technique.

RESULTS AND DISCUSSION

Based on the research findings, namely giving rewards and words of wisdom; distribution of free quotas; provision of internet towers, for students who do not have facilities for online learning to come to school to study, and home visits for those who cannot pick up and deliver assignments to school, and conduct webinars.

The results of research related to the obstacles faced by educators are; lesson plan (RPP) can only be adopted from the internet and subject teacher consultation (mgmp) activities do not run; media educators are only still able to adopt from the internet, youtube,

and using assistants; the learning platform is still only able to use Whatsapp; assessment still uses manual techniques; educators have difficulty coordinating with parents; there is a sense of saturation of the unlimited hours of study; there is no longer any response from students; they don't know each other because teachers rarely hold virtual meetings; they are only actively taking attendance; facilities/infrastructure, still inadequate; the network is more often unstable and the distribution of quotas from schools is not timely; educators feel confused and difficult in choosing the right online platform; educators feel they are no longer able to improve because age and willingness have decreased; only some students take part in the assessment; and the sad experience of this online learning.

Constraints of students that arise boredom, do not understand the material; mobile phones often hang, damaged; the network is more often unstable and sad for the lower economy can not follow online learning, there is a gap between rich and poor; seventh-grade students still do not know and understand technology because, and for higher grades, it is not an obstacle, but this online but the time is more relaxed and flexible.

Solutions by educators are; realize that must provide the best for students; educators try to give rewards, words of wisdom that can touch and inspire motivation, make visits; agree with teachers, parents, and students to comply with applicable regulations; coordinate with students' parents; the teacher has taken action by increasing the RAM capacity of the cellphone with a higher one, providing a laptop and joining colleagues during teaching and learning activities; make an agreement with parents about a platform that is easiest for students and parents to understand; change the way of assessment with google form; improving technology with in-house training and online webinars; (9) provides daily assessments, assignments, and skills.

Student and parent's solutions, namely; give praise, gifts, help with learning difficulties, and for those who can't help

children finally let children learn on their own without parental guidance; equip a smartphone with an agreement that it is only used for online learning needs and for low-income people who are unable to do and let children work; trying to provide wifi, data packages and for those who cannot afford to let their children work; the closer the children are to their parents, the more flexible the study time is, and they are aware of the difficulties of the child in learning.

Discussion

Implementation of online learning policies during the covid-19 pandemic. Regarding the clarity of online learning in the emergency period of the spread of the coronavirus disease (Covid-19) at SMP N 1 Bagan Sinembah, it is less clear. The lack of clarity here concerns the delivery of the District Office. Rokan downstream in terms of the goals, principles, and objectives of online learning, although it has been socialized, however, in terms of guidance and supervision from the Education Office, it is still lacking. This can be seen from the confusion of the teacher and the unpreparedness of the teacher, as well as the many obstacles experienced in the learning process. The failure of implementation is due to the low quality of resources related to budget, facilities, authority, and information. Regarding the disposition, the attitude of the implementor towards the policy is seen and consists of several parameters, in which the implementer already understands the goals and objectives of the program regarding online learning by existing guidelines but often fails to implement it properly in the field. The bureaucratic structure is certainly inseparable from the role of the Education and Culture Office of Rokan Hilir Regency as the leading sector in implementing various innovative changes and providing opportunities for school principals, teachers, education staff, parents, and students to organize learning from home or online.

Obstacles (Teacher)

Lesson plan; By what has been conveyed (Ruhana & Yuliana, 2013) that in making learning plans based on the syllabus and developing it contextually, innovatively, and with quality. However, on condition that the information must be clear. This will be more effective if modified by adding a creative and innovative work culture among teachers, there will be a change in mindset in making lesson plans. In line with the above (Devi, Sa'dullah, & Sulistiyono, 2021, p. 43) stated that the lesson plans had been prepared at the beginning of the semester. when planning the implementation of learning has been carried out by the subject teacher in making lesson plans following the syllabus, although it is still adopting from the internet and asking for help from an assistant because the MGMP forum during this epidemic is temporarily suspended.

Learning Media; According to (Muzawir, 2020) that limited online learning experience resulted in obstacles in the delivery of material and understanding of students which resulted in ineffective learning. There is a feeling that the teacher is being forced to do the learning, causing boredom and boredom of its own. The teacher only took it from various sources from the internet and youtube. Some of the teachers also asked for help from children or colleagues, as well as assistants.

Platforms and Materials/Teaching Materials; *Platforms* that teachers use in teaching are Whatsapp and some using classroom. Internet and youtube is a solution. Some have made their videos and materials but with the help of others. This is by what was conveyed (Siahaan, 2020) that the impact of this epidemic for teachers is related to teaching materials/materials because teachers are less creative in managing to learn.

Furthermore, it was concluded by (Cahyani, Lestiana, & Larasati, 2020:129) "...makes it easier for students to find various information needed to support their learning. In addition, this method also makes it easier for educators or teachers to find materials that are as complete as possible and packaged in an

interesting way. So the material or media has its obstacles because it must be packaged as attractively so that students feel interested in participating in online learning.

Student motivation; It can be concluded that teachers feel overwhelmed in establishing communication with students. Students no longer care and respond to what is posted, both material, announcements, and so on. There are only a few people who still respond to announcements or what teachers post. This is also by what has been conveyed (Wardani & Ayriza, 2020) that there are obstacles in growing children's interest in learning due to the limited time of parents in accompanying learning so that they lack support and motivation. The same thing was also expressed (Wahyono, Husama, & Setia Budi, 2020, p. 61) the lack of awareness and interest was the biggest challenge in these learning activities. Furthermore (Adi, Oka, & Wati, 2021, p. 48) in his research stated that the negative impact of online learning was the lack of enthusiasm for participating in learning activities. The things above can certainly reduce motivation to learn.

Student-teacher interaction; that the teacher-student interaction during online learning is not well established due to several things, including; it is not easy to communicate with students, many jokes in the group that do not reflect the good character, between students and teachers do not know each other. This is due to the lack of assistance and supervision by parents in online learning because parents are role models for children (Kurniati, Nur aefini, & Andriyani, 2020). It was also stated by (Aziz, Supiana, & Zakiah, 2021:92) that online learning has obstacles related to collaboration between students and teachers, and online commitment after the pandemic. The same thing was also expressed by (Arifa, 2020, p. 15) that distance learning is not without problems.

Facilities/infrastructure; it's not enough to carry out online learning activities. This can be seen in the teacher's assembly room, there are no computers and slow

internet. According to (Muzawir, 2020) that The limited facilities and infrastructure have an impact on the knowledge transfer process. The above is also by (Wahyono, Husama, & Setia Budi, 2020, p. 61) that online learning has problems related to infrastructure aspects.

Internet accessibility/quota; The internet is indeed an obstacle in online learning, it could be because it is a network from the center or because of natural factors, as well as factors of residence in rural areas. Quotas are also an obstacle for teachers because the distribution is not following the schedule and depends on the boss's disbursement of funds and assistance from the Ministry of Education and Culture. Sometimes teachers have to buy first before assistance from schools and the Ministry of Education and Culture is distributed. Additional costs incurred are also in the form of a credit to contact parents and children. According to (Purwanto, 2020) that teachers also have to provide facilities at home to support their learning, then there are also additional costs in the form of quotas which are an additional cost burden that must be incurred. By (Wahyono, Husama, & Setia Budi, 2020, p.

Tech skills, According to (Wahyono, Husama, & Setia Budi, 2020) online learning does not mean without problems. What is expected is far from being comparable to the results obtained. There are many obstacles such as the internet network, the ability of teachers in IT, lack of training. The same thing was also expressed by (Muzawir, 2020, p. 4) the core problems in online learning are the lack of ready facilities, lack of experience, lack of knowledge related to IT skills. It is known that the average senior and elderly teachers approaching retirement age do not master technology, they cannot be forced to know technology anymore. Circumstances that force them to quickly adapt to online conditions make teachers overwhelmed and confused

Experience; the average experience of students in online learning is not understanding the material, boredom learning, cellphones

often hang and even break, many tasks given by teachers make them panic, tired and bored. Some have given up because they do not understand and intend to quit school. There are also positive sides of this online learning, among others, namely time is more flexible and feels more relaxed, getting up early doesn't have to be in a hurry, while learning can play games, but they also still miss face-to-face school like before because they can get to know and meet classmates, can interact with others, and can play at school. According to (Siahaan, 2020, p. 5) that online learning makes them feel bored and boring because of the accumulation of tasks given by the teacher which can dampen their interest. Many also feel stressed.

Solutions to teacher problems; In the aspect of self-motivation, there is an awareness within oneself to always give the best to students. Teachers are also in professional positions with competencies to support and carry out their profession (Susanto, 2016, p. 1). In terms of motivating students to give rewards, words of wisdom, and visits to students' homes. According to (Wahyono, Husama, & Setiabudi (2020) that appreciation needs to be given to students to achieve online learning. The need for this appreciation for the achievement of student competencies includes; critical thinking, problem-solving, collaboration, and communication. In terms of interaction agree with students, teachers, and parents. The same thing is also stated (Firman & Rahman, 2020, p. 86) that the interaction in learning is limited so that it is not possible to directly monitor the activities of learners during learning activities. However, the interaction between students when asking questions or expressing opinions in class forums is more comfortable. In terms of participation communicate with parents. This is following what was conveyed (Kurniati, Nur Aefani, & Andriyani, 2020, p. 253) that intense communication, guidance and supervision from parents, and providing online learning guidelines are roles that are mainly carried out by parents during the epidemic. This is to

increase children's participation. In terms of facilities, adding RAM to mobile phones, providing laptops, and joining friends. This is following what was stated (Suryandari & Adrin Burhendi, 2020, p. 5) that the characteristics of online learning are using technology, the internet so that learning can be more effective and efficient. So indeed technology is the solution in this time of the epidemic. in terms of the Whatsapp platform as an option. This is following what was conveyed (Putra, 2020, p. Furthermore (Aribowo, Firmansah, Indrayanto, & Yuwono, 2020, p. 60) stated that showing the google form is a simple and practical application, fast and easy to apply in the assessment of the learning carried out. In terms of online assessment with a google form. Technology connection with self-motivation to learn and online webinars. In line with this, training on online learning is needed to increase online teaching and learning capacity (Muzawir, 2020, p. 3). The assessment is done by giving assignments, exercises, tests, skills, PTS, PAS.

Problem solutions (students); In terms of self-motivation, there must be guidance and support from parents to foster children's interest in learning. According to (Anggraeni & Awaru, 2018, p. 58) that self-motivation encourages a person to achieve achievement. Facilities are also provided by parents but for those who are economically well-established. However, it turns out that the facilities for economically well-off children may not necessarily be able to study well because games, Facebook, and TikTok are more attractive to them. For economically low children, it turns out that they have to work first to get it. Regarding internet/quota, for the rich they only need to ask their parents, if the network is not stable, they still try to wait for the network to stabilize. But sad for the poor have to keep working to be able to buy quotas. Added again by (Adi, Oka, & Wati, 2021) namely expensive internet quotas that must be met in this online learning. Concerning technology, it turns out that children in grade VIII do not experience any problems, and even

if there are they can browse, and ask their parents. For those in grade VII, they can ask their parents or siblings. But sad for the poor because of low parental education so they can't ask questions and finally leave online learning. According to (Daheri, Juliana, Deriwanto, & Amda, 2020, p. 3) parents who do not have higher education cannot guide their children in online learning, the dilemma is with various busy schedules and frustrating comments and this is widely spread on social media.

Solution of constraints (parents); in terms of motivation, parents give praise, gifts, help children with learning difficulties, and for the poor only let children because they don't know what to do and leave education entirely to the school. This is also following what has been conveyed by (Anggraeni & Awaru, 2018, p. 58) that self-motivation encourages a person to achieve achievement. Regarding facilities, we can provide smartphones by agreeing in advance and for the poor, they have to work. It is said in a study (Herliandry, Nurhasanah, Suban, & Kuswanto, 2020, p. 87) that in carrying out online learning, technology is used in the process of its activities. In terms of the internet accessibility, in case of problems, data packages are ready to be provided by parents who can afford it and vice versa for the poor children must work first. According to (Siahaan, 2020, p. 5), the cost of pulses and data packages must be issued for children in online learning. The experience of guiding learning so far that is felt by parents is that there is a closeness between parents and children, they know their children's learning difficulties, and time is more flexible.

CONCLUSIONS

AND

RECOMMENDATIONS

The implementation of online learning policies during the COVID-19 pandemic has not gone well. Success is inseparable from discipline and commitment to all parties, from teachers, parents, and students. There are several obstacles in the field, both from schools, namely incomplete facilities. teachers who are still technologically savvy, confused

about choosing an online platform, difficult to conduct assessments, difficult to coordinate with parents. Students' obstacles are not understanding the material, lack of parental guidance and supervision, feeling bored and bored. The obstacle for parents is that they do not understand technology, the costs of spending are increasing. The solutions given to the existing constraints are not appropriate and need to be re-examined.

Teachers, students, and parents must be prepared with various training that supports learning. There is a need for collaboration between schools, teachers, children, and parents of students which is expected to create more effective online learning and establish partnerships both from the private sector and others on an ongoing basis. For future researchers to focus more on economic status comparisons, gender comparisons, and aspects of online learning strategies. Further research on how students gain knowledge by proper use of online learning strategies to improve them in achieving their educational and self-development goals.

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