



Online Learning at English Study Program in State Polytechnic of Madiun

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Abstract

The objectives of this study are 1) to find out the implementation of online learning model in English Study Program, State Polytechnic of Madiun, 2) to find out the obstacle factors in the implementation of online learning in English Study Program, State Polytechnic of Madiun, and 3) to know the supporting factors in the online learning process in English Study Program, State Polytechnic of Madiun. This research is a qualitative research with descriptive method. Analysis of research data obtained from the process of systematically searching and compiling, data obtained from observations, interviews, and documentation followed by data collection procedures, data reduction, data presentation, conclusions and verification, and checking the validity of the data (triangulation). The results of this study are 1) the implementation of online learning requires lesson plan, the effectiveness, efficiency and creativity of teachers in the online learning process, various applications in online learning, and an assessment in online learning. 2) Inhibiting factors in the implementation of online learning are communication saturation, limited interpersonal communication, limited space and time in learning activities, reduced student self-confidence, limited technology and information, the emergence of feelings of loneliness, limited media, online communication fatigue and limited media literacy, and student enthusiasm in participating in learning is still low. 3) The supporting factor in the online learning process is stable signal quality and adequate internet quota to support the success of online learning.

Keywords: *Online Learning; English Study*

1. Introduction

A set of plans or patterns that can be used to design learning materials and guide learning activities in the classroom or in other places that carry out learning activities is called a learning model (Martono, 2015:71). According to Tutik Rachmawati, et al (2015:38-39) Learning is a process of interaction of students with educators and learning resources in a learning environment.

At this time the world was shocked by the outbreak of a virus called Corona or often referred to as Covid-19 (Corona Virus Diseases-19). Due to the impact of the emergence of this virus in the education sector, the Minister of Education and Culture (Mendikbud) issued circular letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of

Corona Virus Diseases-19. In order to break the chain of spread of this virus, the government recommends closing learning activities in schools and implementing online learning. In this online learning process, it has many impacts, ranging from positive impacts to negative impacts. The existence of obstacles in the learning process can reduce student interest in learning (Suryani, 2010). As reported by Pangondian et al, (2019) which states that among the factors that are the key to the success of online learning is the availability of facilities and infrastructure. Rusdiana and Nugroho (2020) mention that support from universities and educators are an important aspect that supports the success of online learning. Harjanto and Sumunar (2018) state that online learning is a process of transforming conventional education into digital form so that it has its own challenges and opportunities.

Based on the above background, the writer focuses on the writer focuses on the implementation of the online learning model, the inhibiting factors for the implementation of online learning, and the supporting factors for the implementation of online learning in English Study Program, State Polytechnic of Madiun. This research was conducted in English Study Program, State Polytechnic of Madiun.

2. Literature Review

According to Trianto (2010: 51) Learning Model is a plan or a pattern that is used as a guide in carrying out classroom learning or learning in tutorials. The learning model is a conceptual framework that describes systematic procedures in organizing learning systems to achieve certain learning goals and serves as a guide for learning designers and teachers in planning and implementing learning activities (Saefuddin & Berdiati, 2014:48). According to Sagala (2005:175) the learning model is a conceptual framework that describes a systematic procedure in organizing student learning experiences to achieve certain learning goals, and serves as a guide for learning designers and teachers in planning and implementing learning activities. The learning model is a guide in the form of a program or instructional strategy instruction designed to achieve learning (Daryanto & Raharjo, 2012:241). Dahlan in Isjoni (2013: 49) suggests that the learning model can be interpreted as a plan or pattern used in preparing the curriculum, arranging subject matter, and giving instructions to teachers in the classroom. Meanwhile, according to Muhammad Surya in Isjoni (2013:49) learning is a process of change that is carried out by individuals to obtain a new behavior change as a whole, as a result of the individual's own experience in interaction with his environment. The learning model is a design that describes the detailed process of creating an environmental situation that allows learning interactions to occur so that changes or self-development of students occur (Sukmadinata, 2012:151). According to Joyce & Weil in Rusman (2014:144), the learning model is a plan or pattern that can even be used to form a curriculum (long-term learning plan), design learning materials, and guide learning in the classroom or other learning environment.

The learning model is basically a form of learning that is illustrated from beginning to end which is presented specifically by the teacher. In other words, the learning model is a wrapper or frame from the application of an approach, method, and learning technique (Komalasari, 2010:57). The learning model is a pattern that is used as a guide in planning classroom learning and tutorials. The learning model refers to the approach that will be used, including the learning objectives, stages in learning activities, and classroom management. The learning model can be defined as a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve learning objectives (Suprijono, 2010:54-55).

The learning model is a conceptual framework that describes a systematic procedure in organizing student learning experiences to achieve certain learning goals and serves as a guide for learning designers and teachers in planning and implementing teaching and learning activities (Indrawati and Wanwan Setiawan, 2009:27). Soekamto in Ahmadi and Sofan (2008:8) suggests that the learning model is a conceptual framework that describes a systematic procedure for organizing learning

experiences to achieve certain learning goals, and serves as a guide for learning designers and teachers in planning teaching and learning activities.

According to Ibrahim (2000:2) learning model is a pattern of interaction between students and teachers in the classroom which involves approaches, strategies, methods, learning techniques applied in the implementation of teaching and learning activities in the classroom. The learning model is a conceptual framework that describes systematic procedures and organizes learning experiences to achieve certain learning objectives and serves as a guide for learning designers and teachers in planning and carrying out learning activities. Suryanto and Jihad (2013:134) define the learning model as a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve certain learning goals and serves as a guide for learning designers and teachers in planning and implementing teaching and learning activities.

With regard to learning models, Brunce Joyce and Marsha Weil in Asnawir and Basyirudin (2002:16) present four groups of learning models, namely (1) social interaction models, (2) information processing models, (3) humanistic personal models, and (4) behavior modification model. However, often the use of the term learning model is identified with learning strategies. According to Rusman (2014:136) the learning model has the following characteristics:

- 1) Based on educational theory and learning theory from certain experts. This model is designed to practice democratic group participation.
 - 2) Having a specific educational mission or goal, for example the inductive thinking model is designed to develop inductive thinking processes.
 - 3) Can be used as a guide for improving teaching and learning activities in the classroom, for example the synectic model is designed to improve creativity in writing lessons.
 - 4) Has parts of the model called: (1) the sequence of learning steps, (2) the principles of reaction, (3) the social system, and (4) the support system. The four sections are practical guidelines if the teacher will implement a learning model.
 - 5) Has an impact as a result of the application of the learning model. These impacts include: (1) the impact of learning, namely learning outcomes that can be measured, and (2) the impact of accompaniment, namely long-term learning outcomes.
- 6) Make teaching preparations (instructional design) with the chosen learning model guidelines.

Rofa'ah (2016:71) explains that there are several characteristics of learning models in particular, including:

- 1) A logical theoretical rationale compiled by the creators or developers.
- 2) The rationale for what and how students teach.
- 3) The teaching behavior required for the model to be implemented successfully.
- 4) The learning environment needed so that the learning objectives can be achieved.

Hasan stated in Isjoni (2013: 50) that to choose the right model, it is necessary to pay attention to its relevance to the achievement of teaching objectives. In practice, all learning models can be said to be good if they meet the following principles:

- 1) The less effort the teacher makes and the greater the student learning activities, the better.
- 2) The less time the teacher needs to activate students' learning, the better.

- 3) In accordance with the way student learning is carried out.
- 4) Can be implemented well by the teacher.
- 5) There is no single method that is most suitable for all existing objectives, types of materials, and learning processes.

The ideal learning model is a model that explores effective learning experiences, namely learning experiences that allow students to experience or act directly and actively in a learning environment (Sukardi, 2013:30). Darsono in Hamdani (2011: 23) argues that learning according to the behavioristic flow is the teacher's effort to form the desired behavior by providing an environment or stimulus. Cognitive flow defines learning as a way for teachers to provide opportunities for students to think and understand something that is being studied. In general, the learning design model can be interpreted as a graphical display, a conceptual framework that describes the systematic rules in organizing learning to achieve certain learning objectives. Thus, teaching and learning activities are activities that are systematically arranged and carried out according to what has been planned (Prawiradilaga, 2007:33).

According to the explanations of several experts above, it can be concluded that the learning model is a pattern or plan used to achieve certain learning objectives. Understanding online learning or E-learning according to Numiek (2013: 92) is a form of learning model that is facilitated and supported by the use of information and communication technology. E-learning has the characteristics of interactivity, independence, accessibility, and enrichment (Rusman et al, 2011: 264). Online learning can also be defined as a form of information technology that is applied in the field of education in the form of a virtual world. Online learning is essentially a learning that uses the use of information and communication technology in channeling learning activities between teachers and students. The use of online learning aims to improve the efficiency and effectiveness, transparency, and accountability of learning.

In determining the learning design, several things need to be considered, including:

- a. Course content and learning unit analysis, such as the scope and sequence of learning materials, or relevant topics.
- b. Learner analysis (student analysis), such as: educational background, age, employment status, and so on.
- c. Learning context analysis (analysis related to learning), such as: learning competencies that will and want to be discussed in depth in this design.
- d. Instructional analysis (learning analysis), such as: learning materials to be grouped according to their importance, arranging tasks from easy to difficult, and so on.
- e. State instructional objectives (learning objectives) are compiled based on the results of the learning analysis.
- f. Construct criterion test items (test compilers) based on predetermined learning objectives.
- g. Select instructional strategy (learning selection strategy) that can be determined based on existing facilities.

The development of e-learning is carried out following the development of available information and communication technology facilities. In addition, the development of prototype learning materials and learning designs that will be used also needs to be considered and evaluated continuously. The complete prototype can be moved to a computer network (LAN). For this reason, testing of the prototype should be carried out continuously. With this test, it will be known the various obstacles faced, such as

relating to the management course tool, whether the learning materials meet the standards of self-learning materials.

Finally is Evaluation. Prior to the evaluation, the program was first tested by taking several samples of people. From this trial, only an evaluation was carried out. Prototypes need to be evaluated in a relatively long period of time and continuously to know the advantages and disadvantages. The process of the five stages requires a relatively long time and is carried out repeatedly, because the process occurs continuously. Input from students or other parties is needed to improve the program.

According to some of the explanations of the experts above about online/e-learning, it can be concluded that online/e-learning is learning based on electronic media such as smartphones, computers/laptops that utilize the internet network as a method of delivery, interaction, and facilities containing text, photos, video and sound as a form of distance learning service facilities.

3. Research Methods

3.1 Types of Research

The type of research conducted by the researcher is qualitative research. Qualitative research is a type of research whose findings are not obtained through quantification procedures, statistical calculations, or other forms of methods that use numbers. The principle of qualitative research is to understand the object being studied in depth. The purpose of qualitative research generally includes information about the main phenomena explored in research, research participants and research locations.

3.2 Research Method

This research method uses descriptive by describing the object of research (Irina, 2017: 100).

3.3 Research Site

This research was conducted at the English Language Study Program, Department of Business Administration, Madiun State Polytechnic.

3.4 Research Time

This research was conducted on March 1, 2021 until October 31, 2021.

3.5 Data Source

Data is a collection of information or materials obtained through a data collection method which is then processed and analyzed which ultimately results in new findings. Source of data is where the research data is obtained. The main sources of data in qualitative research methods are words and activities, while other data such as documents, files, writings are additional data. Sources of data obtained can be in the form of primary data sources and secondary data sources.

3.5.1 Primary data sources

Primary data sources are data directly collected by researchers from the first source. The primary data source in this study is the Coordinator of the Study Program and English Language Teacher at the Madiun State Polytechnic

3.5.2 Secondary data sources

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

3.6 Data Collection Procedure

The data collection procedures used in this study, namely:

3.6.1 Observation

Observation is observation (data collection) to photograph how far the effect of the action has reached the target. With observation, researchers can document and reflect systematically on the activities and interactions of research subjects. Observations were made by researchers by interviewing the Coordinator of the English Language Study Program at the Madiun State Polytechnic, then documenting the activities to obtain the data needed in this study.

3.6.2 Interview (Interview)

An interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a particular topic. Interviews were conducted by asking open-ended questions that allowed the informants to provide broad answers. Questions are directed at revealing the life of the informant, responses, perceptions, roles, activities and events experienced with respect to the focus under study. In the interview, the researcher will interview the Coordinator of the English Language Study Program at the Madiun State Polytechnic, then document the activity to obtain the data needed in this study.

Data collection through interviews is equipped with observational data and document data. The data at the first meeting had not been recorded, but the data at subsequent meetings were recorded, compiled, grouped intensively and then coded for easy data analysis.

3.6.3 Documentation

Data obtained from document analysis can be used as supporting and complementary data for primary data obtained through observation and interviews. Documents are records of events that have passed. Documents can be in the form of writing, pictures, or monumental works of someone. Researchers used this technique for observation, interviews with Study Program Coordinators and English teachers at the Madiun State Polytechnic.

3.7 Data Analysis

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

In this qualitative research, the researcher uses descriptive data analysis techniques in analyzing the research data obtained from the process of systematically searching and compiling data obtained from observations, interviews, and the field, namely:

3.8 Data Reduction

The data obtained from the field is quite a lot, for that it is necessary to record carefully and in detail. As has been stated, the longer the researcher is in the field, the more data will be obtained, more

complex and complicated. For this reason, it is necessary to immediately conduct data analysis through data reduction. Reducing data means summarizing choosing the main things, focusing on the things that are important, looking for themes and patterns. Thus the data that has been reduced will provide a clearer picture, and make it easier for researchers to conduct further data collection, and look for it when needed.

3.9 Data Presentation

The presentation of the data is reduced, then the next step is the presentation of the data or displaying the data. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. By presenting the data, it will be easier to understand what happened, plan further work based on what is understood. In addition to narrative text, it can also be in the form of graphs, matrices, networks and charts.

3.10 Conclusion and Verification

The fourth step in analyzing qualitative data is drawing conclusions and verification. Conclusions in qualitative research are new findings that have never existed before. Findings can be in the form of a description or description of an object that was previously dim or dark so that after research it becomes clear, it can be a causal or interactive relationship, hypothesis or theory.

3.11 Data Validity Check

Qualitative research must reveal objective truth. Therefore, the validity of the data in a qualitative research is very important. Through the validity of the data, the credibility (trust) of qualitative research can be achieved. In this study to get the validity of the data is done by triangulation. Triangulation is a technique for checking the validity of data that uses something other than the data for checking purposes or as a comparison against the data.

Source triangulation is done by checking the data that has been obtained from several sources. Technical triangulation is done by checking the data to the same source with different techniques. Data obtained by interview, then checked by observation, documentation, or questionnaires. The questionnaire was conducted to test the validity of the question or not. The validity test is used to measure whether a questionnaire is valid or not.

4. Results and Discussion

4.1 Research Findings

The findings of research conducted by researchers at the English Language Study Program, Madiun State Polytechnic regarding the implementation of the online learning model are as follows:

1. Implementation of Online Learning Model

The learning used in the English Language Study Program, Madiun State Polytechnic during the covid-19 pandemic, is online learning that has been carried out from the middle of March 2020 until now. This online learning is carried out in accordance with the recommendations that have been determined by the government to break the chain of the spread of the Covid-19 virus. The learning model applied by teachers at the English Language Study Program, Madiun State Polytechnic is using various online learning facilities such as learning videos, written assignments and practice, as described in interviews conducted by researchers with teachers of the English Study Program, Polytechnic The State of Madiun is as follows: "Online learning models at the English Language Study Program, Madiun State Polytechnic from mid-March 2020 to the present use learning videos, whatsapp, zoom meetings, google meet, google forms, kinemaster, email, written assignments, and practice . In practice, students are assigned to make a

work which is videoed and the results are shown and then sent to the teacher and also answers some questions in writing and sent to the teacher at the Madiun State Polytechnic English Study Program”.

The applications used by the teachers of the Madiun State Polytechnic English Study Program certainly have their respective functions to support online learning at the English Language Study Program, Madiun State Polytechnic, as explained by him in the interview, as follows: “Applications used by teachers of the English Study Program, Madiun State Polytechnic in the online learning process are, whatsapp, google form, google meet, and kine master. Whatsapp is used to send learning videos made through the kine master application, google forms are used to provide practice questions to students, and google meet is used to review material that has been given to students from Monday to Thursday, material reviews are carried out every Friday, and email is also used to send student assignments”.

The learning implementation plan (RPP) model used in online learning during the COVID-19 pandemic at the English Language Study Program, Madiun State Polytechnic, is a learning implementation plan (RPP) that is in accordance with the syllabus of the English Study Program, Madiun State Polytechnic, as explained by he in the interview, as follows: "The lesson plan used is the RPP in accordance with the syllabus of the English Study Program, Madiun State Polytechnic".

The assessment or evaluation process carried out by teachers of the English Language Study Program, Madiun State Polytechnic, is by giving written assignments and practical assignments to students. As explained by him in the interview, as follows: "Students are given the task of working on questions, making a work or practicing a scene in the learning material by videoing the assignment and also doing some written assignments and then sending it to the teacher concerned. "

2. Inhibiting Factors in the Implementation of Online Learning in Study Programs

Madiun State Polytechnic English

The inhibiting factor in implementing online learning at the English Language Study Program, Madiun State Polytechnic, namely, the lack of effectiveness and time efficiency due to constraints in internet signals and quotas. Unstable signals and limited internet quotas have prevented teachers and students from working in the online learning process maximally. As explained by him, in the interview as follows: "When online learning takes place and using the Zoom Meeting, 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 at the English Study Program, Madiun State Polytechnic, is the lack of student enthusiasm. The lack of enthusiasm of students in participating in online learning is shown by working on tasks that are less than optimal, as explained by a teacher of the English Study Program, Madiun State Polytechnic in an interview as follows: -assignments by students.”

The lack of student enthusiasm also affects students in understanding the learning material provided by the teacher in this online learning, as explained by him in the interview, as follows: "From the number of students in one class who are able to understand the learning material, only about 45% to 50%, this is shown by the students' work both in writing and in the form of videos that are sent online to teachers of the Madiun State Polytechnic English Study Program"

3. Supporting Factors of Online Learning

The supporting factor of this online learning process is that the campus facilitates internet quotas for teachers to support the online learning process to prepare and do online learning assignments. As for other supporting factors, namely the campus provides free internet quota every month to students, as explained by him in the interview, as follows: “The campus facilitates teachers and students by providing

free internet quota facilities every month to support the learning process online with the campus to record the network provider used by each student and provide the free quota every month”.

4.2 Discussion

After the data is known as the author presents the facts above, the follow-up of this research is to discuss the problems that exist in the problem formulation, namely:

1. Implementation of Online Learning Model

Online learning is learning without face to face directly between teachers and students. This online learning is considered effective for now, in order to break the chain of the spread of the Covid-19 virus. The right learning model, which is given by the teacher to students, especially students, is a learning model that is fun, flexible, short and easily understood by students. The online learning model applied by the English Language Study Program teacher, Madiun State Polytechnic is considered to be quite effective during this pandemic. This is confirmed by Dermawan, D.D. & Woro Sumarni (2020) which states that with the development of technology, E-learning is increasingly needed. Abidin (2020) also stated that online learning is quite effective during the Covid 19 pandemic, although there are still shortcomings.

In addition, the implementation of online learning also requires a very appropriate lesson plan. The learning process is a process that is arranged in such a way according to the steps arranged in the Learning Implementation Plan (RPP) so that the implementation achieves the expected results. The Learning Implementation Plan (RPP) made by teachers during this pandemic is the same as making RPP in general. In this online learning process, the teacher meets with students online, gives learning assignments to students every day, and also collects assignments online through the whatsapp, google meet application. zoom meeting, email, kinemaster and reviewing material through the application every week. The importance of learning planning is also reinforced by Martono (2014), Ni'mah (2012), Novalita (2014) and Zendrato (2016) which state that learning planning has a significant influence on the teaching quality of teachers.

The learning process provided by the teacher is made as attractive as possible so that students are interested in participating in this online learning process by increasing the effectiveness, efficiency and creativity of teachers in the online learning process. Teachers can also use simple and easy-to-understand language so that students have no difficulty in understanding the material provided by the teacher.

Training on making learning videos or others that support the learning process for teachers is also very much needed where campuses can facilitate teachers by conducting training in making learning videos and other interesting learning activity programs using various applications. Busyaeri (2016), Hardianti (2017), & Aditya (2011) state that learning videos greatly affect student learning outcomes.

This is because the use of various applications in online learning is considered very important, especially for students of the English Study Program, Madiun State Polytechnic. Dcarai research on the importance of learning technology

In online learning, an assessment is also needed. Assessment is a very important part in the world of education, because assessment is an evaluation material during the learning process. The evaluation carried out in the online learning process is by giving assignments to students in written form or in video form. The evaluation articles provided can also be in the form of taking assignments and submitting assignments online. The evaluation conducted by the lecturer of the English Study Program, Madiun State Polytechnic is considered quite efficient and effective because the evaluation is carried out online.

In this assessment, the teacher can make an assessment through student creativity, student activity during online learning, and so on. Assessment can be carried out in various forms, not only assessing knowledge but also assessing students' skills, activity and creativity in accordance with the material provided by the teacher. This is in accordance with Arifin's statement (2013: 5) which states that evaluation is a process, not a result. The results obtained from evaluation activities are a description of the quality of something, both concerning value or meaning. While the activity to arrive at the value and meaning is evaluation. Gronlund was quoted by Purwanto (2010: 3) formulating the meaning of evaluation as follows: Evaluation is 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 what extent teaching objectives have been achieved by students). Idrus (2019), Tobing (2019), and Mardianta (2016) stated that evaluation is very helpful in the process, development, and student learning outcomes.

2. Factors Inhibiting the Implementation of Online Learning

The important key in the success of online learning is the communication between teachers and students, because in this learning process students cannot meet face-to-face with the teacher so that communication is not optimal. This is because communication only uses online communication. In the learning process, teachers are required to always be ready to accompany students during the learning process and even outside the learning process, but direct communication is constrained. This is related to the performance of the teacher, where the teacher should prepare the material for the next day but the teacher still feels burdened by the material that has not been completed that day. Emeilia (2021), Shadiqien (2020), & Huzaimah (2021) stated that the obstacles found were; communication saturation, limited interpersonal communication, limited space and time in learning activities, reduced student self-confidence, limited technology and information, the emergence of feelings of loneliness, limited media, online communication fatigue and limited media literacy.

In addition, the obstacle to online learning is that the percentage of student enthusiasm in participating in learning is still low. The minimum percentage of student enthusiasm greatly affects student understanding in participating in learning. The success of online learning requires teachers to be creative and innovative in the learning process to attract enthusiastic students to be more enthusiastic and interested in participating in online learning. Structured learning is a set of actions designed for the learning process of students by considering internal events that take place in students. A successful learning process requires certain techniques, methods, and approaches according to the characteristics of the objectives, students, materials and teaching resources, so the right strategy is needed (Nurmin Lasapa et al, 2017).

3. Supporting Factors of Online Learning

Implementing online learning is certainly different from implementing face-to-face learning in the classroom. Implementing online learning requires a stable signal quality and adequate internet quota to support the success of online learning. Putra (2020) stated that the strong signal quality affects the smoothness of the online learning process. The supporting factor in online learning is that the campus facilitates free internet quotas for teachers and students as a means to provide online learning materials.

4.3 Outcomes Achieved

The output of all DIPA research at the State Polytechnic of Malang is expected to produce or be directed to outputs in the form of scientific articles for research minimum publications have been submitted when the report on research results is reported and the improvement of learning strategies.

Conclusions and Suggestions

5.1 Conclusion

Based on the results of research and discussion in the previous chapter, it can be concluded that:

1. Implementation of the online learning model in the Madiun State Polytechnic English Study Program by utilizing several types of applications such as whatsapp, google form, google meet and kine master for the online learning process. The learning implementation plan (RPP) in accordance with the syllabus of the Madiun State Polytechnic English Study Program also needs to be prepared in the online learning process.
2. The inhibiting factor in implementing online learning is the lack of effectiveness and time efficiency because teachers must accompany students both in the online learning process and outside online learning. And also the factor of the low enthusiasm of students in the online learning process, which has an impact on the lack of student understanding of the material provided by the teacher to students.
3. The supporting factors in online learning are, the campus facilitates free internet quota for teachers and students as a means of online learning process.

5.2 Suggestions

Suggestions related to the teacher's efforts in implementing online learning are as follows:

1. To students, to stay enthusiastic in participating in the online learning process.
2. To teachers, to always guide and accompany students patiently and make the learning process as interesting as possible so that students are more interested in participating in the online learning process.
3. To the Coordinator of the English Language Study Program at the Madiun State Polytechnic, to always motivate teachers and students in carrying out the online learning process.

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