



Efforts for Effective Learning During the Pandemic Period in Indonesian High Schools

Purba Wahyu Adi; Trisno Martono; Sudarno

Master's Degree of Economic Education, Universitas Sebelas Maret, Indonesia

<http://dx.doi.org/10.18415/ijmmu.v9i4.3720>

Abstract

Education in the era of the COVID-19 pandemic caused a shift in learning in Indonesia from direct learning to online learning. This phenomenon makes its own challenges for high school learning in Indonesia. They must adapt and implement learning according to the characteristics of their school. The purpose of this article is to describe what efforts have been made by schools and teachers to overcome the problem of shifting online learning during the pandemic. This study uses a descriptive qualitative approach with data triangulation. The results of this study indicate that the efforts made by schools include internet quota subsidies, teacher training, and adab curriculum. While the efforts of the teacher include, summarizing topics, making teaching materials, and motivating students.

Keywords: *Learning; Covid-19; Online; Efforts; School; Teacher*

Introduction

Education is an important factor for the progress of a country. Through education, a person will begin to understand knowledge and technology so that they can develop renewable knowledge. Education also has a role in educating young generations to be able to face the challenges of the problems of a country's life. Especially in the current digitalization era, education must be able to transform, develop, and combine ways of transferring knowledge to students from traditional methods to technology-based methods. For this reason, the main providers of education, namely educational institutions, especially schools, must be responsive and improve their management to changing times which require the use of technology ranging from administration, learning processes, to evaluations because without education technology will not work effectively (Malik, 2018).

The discourse on digitalization in the education sector has actually started to be encouraged again during Covid 19. According to Nadiem Makarim in (Makdori, 2020) as the Minister of Education and Culture of the Republic of Indonesia (MENDIKBUD) stated that at the university level, online learning can be done permanently but at the level of the university. Elementary Schools (SD), Junior High Schools (SMP), and High Schools (SMA) are still difficult to carry out online learning and are more inclined to face-to-face learning. Schools that have not been able to carry out digitalization of education are due to having obstacles such as: lack of parental support both in terms of infrastructure and financial support

(Abuhammad, 2020), lack of facilities and infrastructure in schools (Sukendro et al., 2020) (Adi, Martono, & Sudarno, 2021). The barriers to digitizing education must be addressed by copying the school management system that has successfully implemented digitization.

The challenge of digitalization in the field of education is now more serious because the outbreak of the covid-19 virus requires that all activities must be carried out from home through digital-based technology or what is called work from home (WFH). Learning during this pandemic requires schools to change the paradigm from what was originally offline learning to full online-based learning. All components in the education sector must quickly adopt policies from the ministry of education and schools for effective learning management. According to UNESCO (2020) school closures during the pandemic have the potential to cause 23.8 million students to drop out of school.

Based on these problems, senior high schools must reform learning models and methods during the pandemic, especially in accordance with the abilities of schools, teachers, parents, and students. Therefore, one of the concentrations of discussion raised in this article is to reveal what efforts have been made to overcome learning problems during the pandemic, especially in the perspective of the school and the teacher as implementers in the field.

The Role of Digital-Based Learning

Almost all learning in the pandemic era uses internet facilities. The purpose of using information technology according to (Sutarman, 2009) is to solve problems, open up creativity and increase effectiveness and efficiency in doing work. Meanwhile, according to (Asmani, 2011) there are 7 roles of Information and Communication Technology in education, namely:

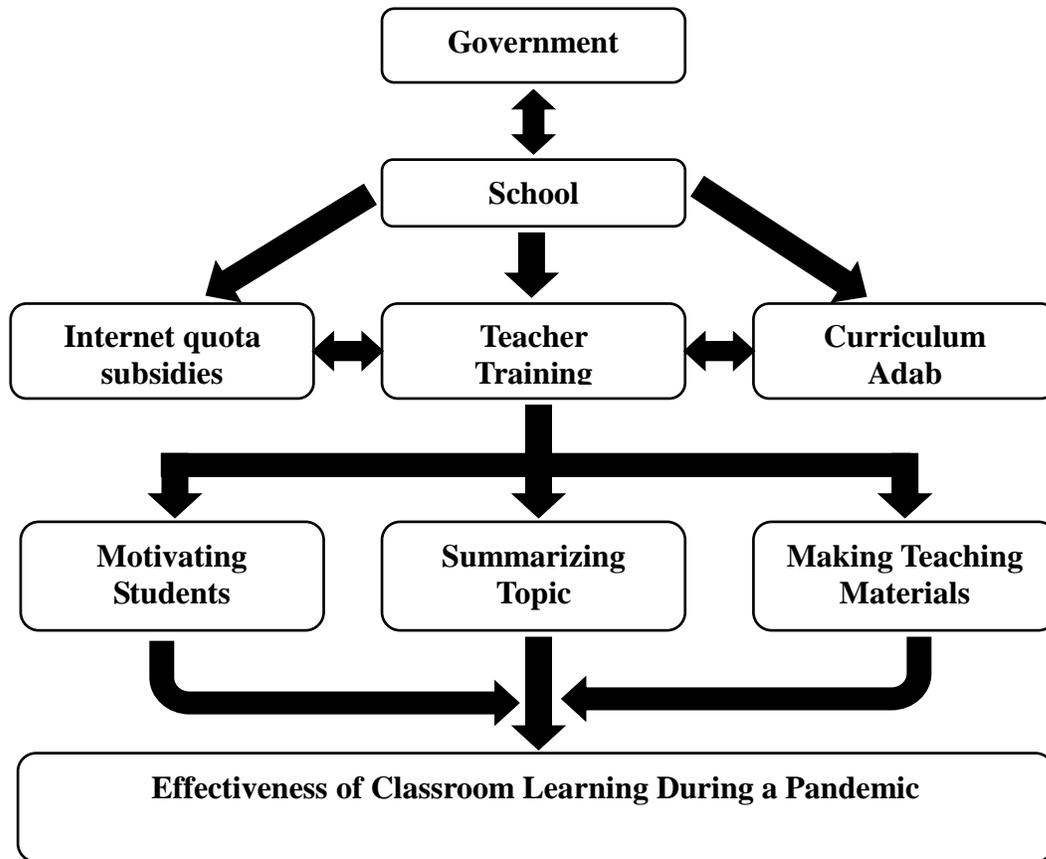
1. Source of Knowledge
2. A meeting place for students
3. Generating initiatives in teaching and learning activities
4. Supporting tools to overcome the limitations of the five senses
5. Components of the curriculum
6. Balancing individual learning styles
7. Important infrastructure of educational institutions

Research Methods

This study uses a qualitative descriptive approach. Data collection techniques using direct observation, interviews, and documentation. The research subject is an Islamic high school in the city of Solo, Indonesia. Direct observations were carried out with teachers and students who were directly involved in learning during the pandemic. The data processing technique uses triangulation.

Results and Discussion

Learning during the pandemic is a challenge for Indonesian high schools. These challenges include: unstable connections, reduced student activity and decreased student motivation. This requires appropriate efforts to overcome the challenges of learning during the pandemic, both from school programs, the teachers concerned and the integration of technology-based learning facilities and infrastructure.



School's Efforts To Online Learning

1. Internet quota subsidies,

5 gigabytes of internet subsidies are provided by schools for teachers and students, because quota subsidies from the government sometimes cannot be used in appropriate online learning applications. The provision of internet quota subsidies is an effort to overcome that online learning takes up a lot of quota and burdens some parents and students.

"We distribute internet quota subsidies every month as a facility that can be used by students from the consequences of online-based learning".

With this program, it can minimize students who lack a quota to study so that online learning can still run smoothly. Learning using e-learning tends to take up a very large quota, although it has enormous benefits (Cidral, Aparicio, & Oliveira, 2020).

2. Teacher Training,

Which means that the school provides training for teachers to use innovative technology in learning during the pandemic. Teachers get digital media training that can be done for learning such as optimizing the features of google classroom, google meet, zoom, quiziz, and other interactive media.

"We received training on the use of any media that can be used to carry out online learning and this direction was given by the principal".

This training is not only limited to classroom implementation, but more than that regarding the manufacture of learning media and supporting learning materials for students during the pandemic. Teacher training to understand digital media and technology is very important in the success of online learning (Oyediran et al., 2020) This learning shift requires teachers to always be innovative and is a challenge that must be solved on this occasion (Mishra, Gupta, & Shree, 2020).

3. Adab curriculum,

It's meaning that the school through the homeroom monitors students to fill out and report daily religious activities such as reading the Qur'an, praying 5 times a day, and other sunnah prayers. This adab curriculum serves to balance the knowledge and personality of students in order to become students with good personalities.

"In our school, we apply the adab curriculum which is useful for shaping students' morale apart from knowledge alone. This adab curriculum is monitored by homeroom teachers such as doing the 5 daily prayers, reading the Qur'an, and praying sunnah."

The adab curriculum by imitating the behavior of the Prophet Muhammad teaches students to behave politely in carrying out spontaneous actions on the principles of goodness and Islamic law (Herawati & Hermanto, 2020).

4. Following Government Policy,

Namely in learning in the pandemic era, policies regarding learning often change. This is because the government focuses on public health and suppresses the spread of the COVID-19 virus (Kemendikbud, 2020a). At the beginning of the outbreak of the virus, learning in schools used full online learning (Kemendikbud, 2020b). Then when the conditions have subsided, the learning is carried out using hybrid learning. That is 50% of students enter and 50% of students continue to follow learning from home. The school manages the distribution of the schedule for students who enter school, and provides online facilities.

Teacher's Efforts To Online Learning

1. Summarizing The Topic,

This efforts are made to keep learning effective, namely by summarizing the material to be taught. This was done because during the pandemic there were cuts in learning hours. The teacher must be able to ensure that the material chosen is in accordance with the needs of students and is the core material. The teacher stated that:

"It is true that there are cuts in learning hours during the pandemic. For example, the original 2x meeting became 1x meeting only. This requires us to be selective in choosing and teaching material topics that understand by student."

2. Making Teaching Materials,

This effort was made to meet the needs of student teaching materials because during the pandemic students could not leave the house and had to rely on an internet connection. This teaching material is in the form of a video made by the teacher and then uploaded to YouTube or Google Classroom. Students who experience internet connection problems in learning via gmeet/zoom, can follow the learning materials on the teaching materials that have been uploaded by the teacher. Teaching materials are generally in the form of learning videos, but some are in the form of modules as student

learning activity sheets. On the positive side, online learning changes to more innovative learning styles such as sharing screens, using graphics, videos, and learning recordings (Nambiar, 2020).

3. Motivating Students,

Teachers are an important element in measuring the effectiveness of learning during a pandemic. Students start to get bored when the interaction is just staring at the laptop or cellphone screen. They need support and motivation from the teacher to keep the spirit of learning even though they cannot meet in person. Students need a conducive system and encourage a shift to a new paradigm of virtual learning systems (Maqsood et al., 2021)

Conclusion

Based on the exposure of the results found, the conclusion obtained is that efforts to handle learning during a pandemic must be carried out holistically both from the government through the Ministry of Education and Culture, schools, and teachers in particular. The government's role is quite appropriate by loosening the material taught in accordance with the infrastructure capabilities of each school. The school tries to keep learning effective with 3 main programs, namely, internet quota subsidies, adab curriculum, and most importantly training for teachers. Last but not least is the effort made by the teacher. As for the efforts that have been made, namely, summarizing topics according to student needs, increasing teaching materials that can be used by students, and still motivating students to excel. All of these efforts have been carried out well, and are running effectively, but the effectiveness of learning during the pandemic is still below the effectiveness of face-to-face learning.

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