



The Analysis of Online Learning PKN in the Covid-19 Pandemic of SMP Negeri 2 Lintongnihuta Humbang Hasundutan Regency

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ABSTRACT

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This study aims to describe online learning during the Covid19 pandemic as a learning strategy and learning outcomes for eight grade students of SMP Negeri 2 Lintongnihuta. This study uses a qualitative method, the informant of this research is eight grade. The data collection of this research was done through interviews, observation, and documentation. The data analysis technique used is data reduction data compilation and categorization. The results of this study are as follows: (1) Online learning is carried out online by planning and implementing the planning to make evaluation materials and social media while the implementation is to distribute materials and assignments to WhatsApp groups and students who do not have mobile phones take questions to school. The teacher comes to the student's house. In addition, the teacher also makes lesson plans for online learning (2) Learning strategies as online learning plans use learning approaches and models to achieve learning objectives. The approach is to explain the material through videos, students who offline learn the material from the LKS the method is that the teacher makes a video explaining the material and then sends it via WhatsApp. Online is done every day, the collection of assignments is in accordance with the teacher's agreement. The media uses photos or videos, students collect their assignments via a Google form link. The material comes from textbooks and worksheets and is in accordance with basic competencies, and then the teacher makes questions as learning evaluations. (3) student learning outcomes show that not all students can undergo online learning and student learning outcomes are not all achieved due to various factors such as students not having a mobile phone or WhatsApp application, internet signals that are difficult to reach because students' homes are in the village, students' awareness of their responsibilities in doing assignments is still lacking and parental awareness and environmental conditions are less supportive so that student learning outcomes are less than optimal.

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1. Introduction

The Covid-19 pandemic has changed the order of people's lives, not only attacking the country of Indonesia but also hitting the world. The existence of Covid-19 has forced people to stop activities outside the home that should be carried out as on normal days. The public maintain a safe distance or what is called physical distancing a situation in which people are quarantined and isolated in their respective homes including in carrying out work so that each vulnerable individual will not be infected with the Covid-19 virus. If people want to leave the house to needs such as buying something for their daily needs they are required to wear masks and of course by maintaining a safe distance from other people.

Online learning that was applied during the Covid-19 pandemic is a new strategy applied to continue teaching and learning activities between educators and students that can be carried out from home these



activities cannot be separated from the use of internet media so it can be effective application. In practice students and teachers no longer need to carry out face to face teaching and learning activities in the classroom but now they can learn with an online learning system. The teacher gives daily assignments means of obtaining student grades which will be included in the report card. The assessment is a reference for achieving learning objectives in accordance with what is expected in the midst of the Covid-19 virus outbreak. SMP Negeri 2 Lintong Nihuta is an educational institution that participates in implementing online learning activities in overcoming educational problems during the Covid-19 pandemic. Institutions under the auspices of the Ministry of Religion of the Republic of Indonesia participate in handling the problem of learning from home in order to prevent the spread of the corona virus or Covid-19. Indonesia simultaneously conducts learning activities at home namely through online learning or also called online. The objectives of this research include to find out the learning interest and to find out the teaching and learning process during the Covid-19 pandemic in eight grade students SMP Negeri 2 Lintongnihuta.

2. Method

The research is used descriptive, the implementation using a qualitative approach. Description research is the most basic research, which aims to describe a phenomenon that occurs, both natural phenomena and man-made phenomena. Descriptive research is an action that studies about forms, activities, characters, relationships, changes, differences, and similarities with other phenomena. The results obtained from this research action can find important findings for example a finding about the solar system, growing plants, a person's life on his environment, and so on. This research was conducted to collect information data about an impulse or urge that must be completed, the needs to be fulfilled, and the difficulties to be overcome. The third information is how to reach the destination, how to reach it, and the information collected is obtained through the experience of someone else who goes through the same urge. This research was conducted in eight grade students of SMP Negeri 2 Lintongnihuta for the first time implementing online learning in 2021.

3. Result and Analysis

3.1 Online learning during the Covid-19 pandemic for class VIII students of SMP Negeri 2 Lintongnihuta

Based on the results of observations and interviews about online learning during the Covid-19 pandemic, it was explained that in class VIII of SMP Negeri 2 Lintongnihuta the teacher had implemented online learning in learning activities from home as a form of preventing the spread of the corona virus as evidenced by the following observations:

"Online learning is carried out using the WhatsApp application, for daily tests using Google forms, these methods are used for those achieved online. If something is not achieved online, the teacher will come to the student's house to give assignments once a week. The percentage who use online is only 75% because there are several factors that affect online delays. So, there are students who use online and there are students who use offline (outside the network) for students who cannot access the application." (Interview, U.S.,)

The statement above explains that online learning is carried out using the WhatsApp application in delivering material to students, daily assignments are also sent via WhatsApp. This statement is supported by the results of interviews. Daily tests are done by students through Google forms, when students have finished working on assignments, the results can go directly to the teacher. However, not all students can learn to use online, the percentage of students who use online is only 75% because there are several factors that hinder students in accessing materials and assignments. Students who cannot go online will continue to study offline (outside the network).

This is also supported by statements regarding online learning carried out using the WhatsApp application, as follows:

"Learning that is applied during the pandemic is by communicating via WhatsApp, the teacher provides material or assignments via WhatsApp messages in the form of text, video, or links. For students who do not have mobile phones or WhatsApp, the teacher comes to the student's house to give questions; or teaching materials as needed." (Observation online via WhatsApp).



Based on the statement above, it shows that online learning has been used by eight grade I students of SMP Negeri 2 Lintongnihuta in teaching and learning activities during the Covid-19 pandemic. This statement is supported by observational data conducted online via WhatsApp. This online learning is applied so that learning activities can continue even if they have to stay at home. Online learning is carried out by communicating through the WhatsApp application, the teacher sends subject matter and sends assignments to students via WhatsApp which can be in the form of text, video, or a Google form link to send student habituation assignments which are the flagship program.

The teacher makes planning and implementation in online learning, related to the planning and implementation as evidenced by the following interview results:

“There is planning and implementation of learning. The plan is to make materials and evaluation questions, the implementation is to share it with the WA Group and ask students who don't have WA to take questions to school or sometimes teachers go to students' homes. In addition, the teacher also makes lesson plans for online learning”. (Interview, M.K.).

The statement above explains that in online learning the teacher prepares the planning and implementation of activities. The planning carried out is that the teacher makes materials and evaluation questions, while the implementation is that the teacher distributes materials and assignments to the WhatsApp group then students who do not have WhatsApp are asked by the teacher to come to school to take questions or assignments, in addition to students who are asked to come to school sometimes teachers who do not have WhatsApp are asked to come to school visit students' homes.

There are several factors that encourage and inhibit learning strategies as evidenced by the following interview results:

“The supporting factors are that there is a budget for teachers, teachers are provided with facilities by madrasas such as internet quotas to support the assignment of assignments to students, and the creation of Google form links is provided by schools. While the inhibiting factor is the signal that is difficult to reach because of the location of students in the village, not all students can reach the signal to access WhatsApp and Google forms, then students feel bored and students' responses to assignments are still lacking.” (Interview, M.K.).

Based on this statement, it explains that there are several driving and inhibiting factors for the implementation of online learning.

This statement is supported by data from interviews conducted. The driving factor is that the school provides teachers with a budget to buy internet quota which is used to create a Google form account or create a WhatsApp account group to send materials and assignments to students. The inhibiting factor is the internet network or signal that is difficult for students to reach because students' homes are in the village, not all areas are easy to reach internet signals. Another obstacle comes from the students themselves who have less awareness of the tasks that students have to do.

3.2 Learning strategies applied during the Covid-19 pandemic in class VIII of SMP Negeri 2 Lintongnihuta

The changing learning system also affects the strategies used in teaching. Different from the previous strategy which used methods such as the discussion method, lecture method, and other assignment methods during the Covid-19 pandemic, the teacher also changed the learning strategy. It aims to convey material or information to students so that students can achieve a certain assessment target.

Based on the results of observations and interviews about learning strategies during the Covid-19 pandemic, it was explained that according to the observations of teachers making learning strategies that were different from the strategies used before the pandemic, the following is evidence of the results of observing learning strategies:

“Teachers make learning strategies by collecting interesting learning materials, so students don't get bored. The practice questions are also packaged more attractively like quizzes. In addition, teachers also give rewards for children who are diligent in doing their assignments.”

Based on the statement above, it shows that the teacher's strategy in online learning is to make interesting learning materials so that students don't get bored studying at home. This statement is supported by observational data conducted online. Monotonous and ordinary learning can make students bored when they have to study at home, for that the teacher makes different learning strategies by sending material in the form of interesting photos and videos, making quiz questions and then students sending their assignments to the Google form link.

The implementation of online learning also requires teachers to create new learning strategies, the following is evidence from interviews about online learning that encourage teachers to create new learning strategies:

"For online learning, we created a new strategy, namely creating a WhatsApp group to send assignments to students. Every day the teacher will monitor by sending a link which later students will collect their assignments. When learning online, the activity that the teacher does is to send material, whether in the form of photos, videos, or worksheets, then send it to students." (Interview, M.K.)

Based on the statement above, it shows that online learning causes teachers to create new learning strategies. This statement is supported by interview data. The strategy used after the pandemic came is different from before the pandemic, before the pandemic came, learning was carried out in schools with face-to-face meetings and then using appropriate learning strategies in the classroom. During the pandemic, the teacher changed the learning strategy when delivering material and giving assignments through the WhatsApp application, the teacher provided material in the form of text, photos, and videos.

In implementing learning strategies, teachers develop approaches and methods used by teachers in managing online learning strategies, this is evidenced by the following interview results:

"The approach taken is to explain the material through video, then for offline or offline students, students learn the material in the LKS. Then the method is using learning videos, so the teacher makes a video explaining the material." (Interview, M.K.)

Based on the explanation above, it can be seen that learning approaches and methods are structured to be able to apply learning strategies. The approach taken is that the teacher explains the material through videos, students who go offline learn the material from the LKS (student worksheets). While the method is that the teacher uses video as a learning tool, the teacher designs a video in which there is a teacher explaining the subject matter by being recorded and then sharing it via WhatsApp groups.

Implementation of the learning strategy includes an allocation of time for online activities, as well as methods for collecting student assignments which are discussed in the following interviews:

"The time allocation is different from normal learning, if it is done online every day, if offline the time allocation is independent and the time for collecting assignments is in accordance with the agreement of the teacher, for example once a week the assignments are collected". (Interview, M.K.)

Based on the statement from the interview above, it can be seen that the time allocation carried out during online learning is different from ordinary learning when at school. Online learning is done every day, while offline or offline the time allocation is independent or determined by yourself. The task collection system is in accordance with the agreement that has been set by the teacher.

New learning strategies can provide benefits for teachers to increase their knowledge and increase their ability to use technology. However, there are learning strategies applied during the Covid-19 pandemic which have advantages and disadvantages, this is evidenced by the following statement:

"The weakness is that students feel bored, always want to study at school. There are also parents who are busy working so that they are not optimal in monitoring their children's learning, there are students who do not have smartphones or do not have the WhatsApp application so that students find it difficult to get materials and assignments from the teacher, the signal is difficult because of its location in the village. The advantage is that student development can be monitored directly by parents and find out the drawbacks that have not been achieved by students, in terms of technology, both students and parents become able to run smartphones, gain knowledge to run WhatsApp which can be used to do assignments quickly." (Interview, MK.)

The statement explains that the new learning strategy has strengths and weaknesses. This statement is supported by data from interviews. The weakness is that students feel bored when studying at home, parents are busy working so they are less able to monitor children's learning. The internet network is sometimes unreachable or difficult to get a signal because of the location of the student's house in the village, there are students who at home do not have a cellphone or smartphone with the WhatsApp application so students cannot access the materials and assignments given by the teacher.

While the advantage of this learning strategy is that students can be monitored directly by parents so that parents can find out to what extent their children understand the subject matter and know the learning deficiencies that exist in students. Another advantage in terms of technology for both parents and students themselves can increase their knowledge and ability to use technology, such as parents and students can run the internet to access materials and assignments, and use the WhatsApp application for education.

In online learning, learning strategies are supported by the use of learning media. Teachers also use learning media to make it easier for students to understand the material presented online. This statement is proven from the following interview results:

"Teachers use media with internet networks, teachers use videos to explain the material, make questions, then quizzes via the internet, then the teacher also gives rewards for students who are diligent and on time in sending assignments." (Interview, M.K.).

Based on the interview statement, the teacher uses learning media via the internet to convey material to students in the form of videos, the teacher makes quiz questions which are then uploaded on Google forms so that students are not easily bored with mediocre assignments. Then the teacher gives rewards to students who are diligent in doing assignments and sending assignments on time.

3.3 The learning outcomes of class VIII students of SMP Negeri 2 Lintongnihuta during the Covid-19 pandemic

Student learning outcomes are obtained after participating in learning activities. Based on the results of interviews about the learning outcomes of class VIII students of SMP Negeri 2 Lintongnihuta during the Covid-19 pandemic, it was explained that student learning outcomes do not have to be achieved all, this statement is proven from the results of interviews as follows:

"Online learning does not have to be achieved all, because considering the condition of online users from madrasas, only 75%, it means that not all students use online, there are some students who do offline assignments by visiting students' homes one by one. This is due to the student factor who does not have a cellphone or WhatsApp application and it is difficult to reach a signal." (Interview, M.K.).

Based on the statement above, all online learning outcomes do not have to be achieved, because there are many obstacles that hinder the process of online activities such as the unavailability of online facilities such as smartphones, no WhatsApp application, and signals that are difficult to reach. This statement is supported by interview data. Not all students use online, the percentage of students who do online is only 75%. There are some students who take it offline due to these constraints. Students who carry out offline by means of teachers coming to students' homes one by one to provide materials and assignments. The teacher comes once a week, and the assignments given are also valid for one week.

The results obtained from online learning are not optimal because online learning is considered less effective for the learning system for class VIII students of SMP Negeri 2 Lintongnihuta. This is evidenced from the following interview statement:

"Because online learning is actually not effective, student achievement cannot be achieved optimally, this is due to the absence of targets to achieve KI and KD. As stated by the Minister of Education, Pak Nadim Makarim, that during this pandemic, teachers are not burdened with pursuing KI and KD targets. In general, there should be a target to pursue KI and KD for student achievement. However, if online learning is given a target according to KI and KD, it is not appropriate, students will be too burdened by too many tasks. For this reason, while online, KI and KD targets are not applied because it will only burden students with many tasks, while in these difficult times students should not be burdened with many tasks." (Interview, U.S.).

Based on the statement above, it explains that the implementation of online learning that is applied is actually not effective because it cannot achieve KI and KD optimally. This statement is supported by interview data. Learning that is not guided by KI and KD will not produce learning targets according to KI and KD. The Minister of Education of Indonesia, Nadim Makarim, also conveyed this regarding the absence of KI and KD targets in online learning. In general learning there are KI and KD targets to support student learning outcomes, but with the Covid-19 pandemic which requires students to study from home, online learning is not burdened with KI and KD targets.

Online learning causes teachers and students to not be able to meet face-to-face so that they cannot know directly whether students understand the material correctly or not. This is evidenced by the results of interviews as follows:

"Because the teacher cannot meet in person, the conclusion is that if the student has done the assignment, the score is good, he has listened to the material from the WhatsApp group, then I think I understand if there are no students asking questions, and the teacher cannot measure or test the extent to which students understand with the material being distributed, the most important thing is that the subject matter has been conveyed to the students." (Interview, M.K.).

4. Conclusion

Based on the results of data analysis conducted by researchers, conclusions can be drawn including:

- a. Online learning applied to eight grade students of SMP Negeri 2 Lintongnihuta is a new challenge for teachers in rearranging learning strategies so that learning materials can be conveyed to students. Online learning is carried out online through the internet network by planning and implementing learning by teachers. The learning plan is by making evaluation materials and questions for students, while the implementation of learning is to distribute materials and assignments to WhatsApp groups and ask students who do not have cellphones or WhatsApp to take questions to school or teachers who come to students' homes to give assignments. In addition teachers also make lesson plans for online learning.
- b. The learning strategy applied in eight grade students of SMP Negeri 2 Lintongnihuta as an online learning series planning using learning approaches and models to achieve learning objectives. The learning approach is done by explaining the material through video. Students who go offline or offline study material from the LKS (student worksheets) that have been brought by each student. The learning method is that the teacher makes a video explaining the material and then sends it to students via WhatsApp. Online time allocation is done every day while offline is determined independently or independently and the collection of tasks is in accordance with the agreement of the teacher. The learning media used are photos or videos that are accessed from WhatsApp then students collect their assignments via the Google form link. The material comes from student textbooks and worksheets and the material presented is in accordance with basic competencies then the teacher makes questions as learning evaluations.
- c. Student learning outcomes show that not all students can undergo online learning and learning outcomes are not all achieved due to various factors such as students not having cellphones or WhatsApp applications, internet signals that are difficult to reach because students' homes are in the village, students' awareness of their responsibilities in doing assignments is still lacking, and parental awareness and environmental conditions around students are less supportive, causing student learning outcomes to be less than optimal. The implementation of online learning is not effectively applied by eight grade students of SMP Negeri 2 Lintongnihuta because there is no target achievement according to KI and KD.

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