



ANALYSIS OF THE IMPACT OF ONLINE LEARNING ON THE SUCCESS PROCESS OF CLASS V STUDENTS AT SDN 73/IX SIMPANG SUNGAI DUREN

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ABSTRACT

The existence of the COVID-19 pandemic has greatly affected life, especially in the field of education, where the learning process which is usually carried out face-to-face must be carried out online. However, online learning cannot always be carried out optimally. Therefore, this study aims to analyze the impact of online learning on the learning success of fifth grade students. This research is a qualitative research with the research subject of teachers and fifth grade students of public elementary school 73/IX Simpang Sungai Duren. The data collection technique in this study was interviews, while data analysis was carried out with the stages of data reduction, data presentation, and drawing conclusions. The results of this study are the implementation of online learning has several obstacles, especially the availability of facilities and infrastructure, as well as the internet. When online learning the teacher can only explain it from the whatsapp group application by doing voice notes only in explaining the material so that students understand what the teacher is saying. With this, the teacher emphasized that the implementation of online learning had not been able to run optimally, especially in mathematics subjects that could not be implemented properly.

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1. Introduction

Online learning is distance learning between teachers and students, so it affects the interaction between teachers and students. In line with Handarini & Wulandari, 2020:500,[1]. Online learning is learning that is carried out remotely through the help of the internet network and other supporting tools such as telephones, computers or laptops. Teaching and learning activities that are usually teachers can communicate directly and interact with students teaching material, monitor student learning progress and also the characteristics of students at school, now with the distance learning process students are required to be independent in studying the material provided by the teacher through communication media that is connected by Internet [2].

According to [3] explained that online learning is often required to be more motivated because the learning environment usually relies on motivation and related characteristics of curiosity and self-regulation to engage in the learning process. Online learning can be carried out well if it is supported by the environment at home and in the community. In line with Wijaya in [4] learning at home is not a problem because learning can be done anytime and anywhere, especially since it is already supported by an online system. So the learning process can occur at home, at school or in the community. If online learning can be carried out well, it can affect student learning outcomes. According to [5] Motivation will also affect student learning outcomes, where students who have motivation and those who do not have will definitely have different learning outcomes both in quantity and quality.



Before entering into the notion of student learning success, the researcher will first discuss the meaning of learning. The concept of learning according to UNESCO, requires each educational unit to be able to develop four pillars of education both for now and the future, namely: (1) learning to know (learning to know), (2) learning to do (learning to do something) in terms of In this case, students are required to be skilled in doing something, (3) learning to be (learning to be someone), and (4) learning to live together (learning to live life together). Student success is a change in the person's behavior, for example from those who do not know to know, and from those who do not understand to understand. Learning outcomes are things that can be viewed from two sides, namely the student side and the teacher's side. According to Dimiyati & Mudjiono [4] (From the student's perspective, learning outcomes are a better level of mental development compared to before learning.

Howard Kingsley in [6] divide 3 kinds of learning outcomes: 1) Skills and habits; 2) Knowledge and understanding; and 3) Attitudes and ideals. This opinion from Howard Kingsley shows the results of changes in all learning processes. The results of this study will be attached to the students themselves because they have become part of the lives of these students. In this learning is carried out with the help of parents accompanying their children in the learning process, as long as online learning has a wide range of time in learning, it means that students can learn according to their wishes, where they want to learn and when they want to learn [7].

This online learning can be through video calls, whatsapp groups, live chat, telephone or via zoom. In line with [8] Students can interact with teachers using several applications such as classroom, video conference, telephone or live chat, zoom or via whatsapp group in online learning. In addition, schools that have not or cannot do online learning can provide innovative creativity for educators in using other methods or online learning for students whose learning process is at home. In line with research conducted by [9] said teachers can apply learning manually to each student's home, according to government directives so that all students do not miss the learning material. Learning resources that can be used by students in manual learning are in the form of student books according to the material taught by the educator and according to the schedule that has been made previously. With this outbreak, like it or not, it forces students to learn using technology. Teachers must also be ready to teach online using technological aids [10].

The problem raised was that the implementation of online learning (on the network) during the pandemic resulted in a shift in roles between teachers and parents or people who accompanied students during the online learning. According to [11] Children's learning assistance can be seen from the way parents help their child's task difficulties, explain material that the child does not understand and responds well to all online learning from school. This can be interpreted that parents or guardians of students in addition to being the real parents at home, also act as a companion for students studying at home or play a role as homeroom teacher. The participation of parents in student learning both in understanding the material and in planting character will greatly determine the success of students in each of their learning during the pandemic. In line with [12] The success of a child is mainly influenced by the family environment, including parents. However, in the role of parents in each student learning there are those who are able to have a positive or negative influence on the character or student learning outcomes. Based on the description above, the researcher wants to raise the title "Analysis of the Impact of Online Learning on the Success Process of Class V Students at SDN 73/IX Simpang Sungai Duren".

The objectives of this research are 1) to describe what online learning is used in online learning towards student success; 2) Describe how the influence of online learning on student success; 3) Describe what factors influence online learning on student success.

2. Research Methods

This research was carried out in the even semester of 2021/2021 at SD Negeri 73/IX Simpang Sungai Duren, Kab. Muaro Jambi, Jambi Province. It will be held for approximately 2 months, from January 13 to March 21, 2022.

This study uses a descriptive qualitative approach, namely research in the form of a description or conclusion that is described in detail in written and oral words from the object of research. This type of research is a case study.



Data collection techniques used in this study were interviews and documentation. Interviews were conducted with fifth grade teachers and several fifth grade students of SD Negeri 73/IX Simpang Sungai Duren which were taken by random sampling.

The data that has been collected will be processed with reduction techniques. Reduction is summarizing, choosing the main things, and focusing on the important things [13]. Data analysis in qualitative research is carried out before data collection, at the time of data collection, and after data is collected in a certain period using the Analysis Interactive model of Miles and Huberman [14] which has steps such as data reduction, data presentation, and drawing conclusions.

3. Results and Discussion

Currently the world is being affected by the COVID-19 virus, all fields are affected, not least in the field of education. Currently the government implements a policy that learning is done online (in the network). State Elementary School 73/IX Simpang Sungai Duren applies face-to-face learning to online due to circumstances that do not allow face-to-face meetings. The Principal of State Elementary School 73/IX Simpang Sungai Duren applies online or online learning to students and there are some parents who carry out face-to-face learning activities because they get permission from their parents based on the child's permission to enter school, while teachers continue to go to school as usual but still comply with health protocols. Entering the second semester of the 2020/2021 academic year, the education office issues a circular letter that allows face-to-face learning,

The process of collecting data using the interview method proposed to the 5th grade teacher and students. Before conducting the interview, it begins with determining the time and place to conduct the interview so that the interviews conducted can be more effective and the data obtained more deeply. Both in the online learning process the communication process between teachers and students. The point is to receive learning information from the teacher, while in the field not all children use their own cellphones, because there are parents who work with cellphones so that it becomes an obstacle for students to follow the learning process and there is information from the teacher given to students. In the online learning process, we usually process situations and conditions using a daily learning time target. For example, from 07-08 in the morning, students must attend using a photo (send a photo). Then proceed with the learning process where the teacher sends voice notes explaining the material. Then it is equipped with sending photos in the form of notes and finished exercises, in day-to-day learning, learning materials are not carried out, for example, in the daily learning process, the theme and later mathematics so that children reach the target quickly. So there is no other learning target. So children focus on that one subject only. In day-to-day learning, learning materials are not carried out, for example, in the daily learning process the theme and later mathematics so that children reach the target quickly. So there is no other learning target. So children focus on that one subject only. In day-to-day learning, learning materials are not carried out, for example, in the daily learning process the theme and later mathematics so that children reach the target quickly. So there is no other learning target. So children focus on that one subject only.

In the response of students in online learning, which one is active, it means that the child is holding his own cellphone, who is following the learning process, the child is really active, also asking which ones are not clear in the material or who do not understand at all. But children who do not hold cellphones or their parents who are holding cellphones have no response from the students themselves. What supports the student learning process in learning are facilities, namely cellphones, if children use their own cellphones or children who are accompanied by parents during the learning process, learning activities and even then will be successful, but if children have cellphone facilities, how do children want to succeed in online learning . sometimes difficult internet signal, expensive internet quota prices, less able to fully accompany their children parents do not understand the material, limited access to computers and smartphones, many distractions at home, students playing games. The benefits obtained are time and cost savings, more practical and flexible, appropriate approach, pleasant experience, more personal, environmentally friendly because it can reduce paper usage.

The learning outcomes that children get in online learning are not as good as when children learn face-to-face at school. Where not all children have facilities, so not all children can get learning information directly. then not all children are also able to quickly understand the information given from the cellphone



[15]. Based on the results of interviews with grade 5 teachers at SDN 73/IX Simpang Sungai Duren, it can be seen that online or face-to-face learning is quite difficult for grade 5 teachers, but the teacher's role is very important to solve problems faced in today's online environment. The lack of explanation from the teacher is that there are not a few teachers who give assignments to their students through the whatsapp application but there is also no explanation of the previous learning and therefore students do not understand the material that day, and there are also some students who are reluctant and embarrassed to ask the teacher so there arose laziness of the students themselves.

Because face-to-face and online learning must be carried out as much as possible for the sake of channeling knowledge to students. Understanding faster, capturing learning material quickly. The point is because by learning from home, children can save and relearn the learning material provided by the teacher. That way children can continue to learn again with the material their teacher has conveyed. Children can determine their own learning system and practice self-confidence too, maybe when in class children feel shy and afraid to convey ideas/ask questions but by learning from home children can train their confidence little by little. It is appropriate, because the learning provided by the teacher is easy to understand, according to the learning theme of each lesson. The obstacles we face are internet limitations, sometimes signal loss occurs, quota runs out. sometimes difficult internet signals, expensive quotas, not being able to be full in accompanying their children. Parents do not understand the material, so they cannot be optimal in teaching children without cellphones, so they need to ask their friends directly. Helping their children to explain what they don't understand when learning online, supporting their children so they don't get bored in their learning. The meaning of more learning capacity here is Studying online will give students complete control over their learning and students can work at their own pace. Generally, students work faster and process information with greater capacity. This is why online learning is considered better done in shorter study periods than in class so that children do not get tired. Based on the results of interviews that not many students want the online learning process because of several obstacles, one of which is the internet network which is less stable, so students find it difficult to understand the content of the material presented by the teacher, this is in doing assignments and also students experiencing problems. .

Based on the results of interviews with 5th grade teachers and students, it was found that the delivery of learning material was done using the WA application so that students could participate in learning activities, of course, students must have cellphones, sometimes internet networks are not good or sometimes internet quotas are problematic. When implementing online learning activities in mathematics subjects, here the teacher can only explain it from the wa application, namely by using voice notes only so that students can understand what is conveyed by their teacher. With this, the mathematics teacher emphasized that the implementation of online learning, especially mathematics subjects, had not yet fully gone according to his wishes.

4. Conclusion

The conclusions in this study are: the implementation of online learning in grade 5 has not been carried out well, especially mathematics learning because the implementation of online learning students is only given assignments through wa only and even then there are still many students who experience obstacles, namely not all students use cellphones while there are parents of students who busy working, from there it can trigger students to not understand the learning material. In addition, online learning is less effective, especially in learning mathematics, which understands more about calculations and formulas.

The suggestions in this study are that for schools in implementing online learning, teachers should look for references and fun learning media in order to stimulate students to focus more on the material provided by the teacher. As for researchers, considering that researchers may be far from perfect, it is hoped that there will be researchers with the same topic to be able to dig deeper into the impact of online learning on the success of these students.

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