



SCHOOL STRATEGIES IN EFFECTIVE ONLINE LEARNING

Ira Guswira¹, Yantoro², Syahrial³

¹²³Master of Basic Education, Jambi University, Jl. Jambi-Muara Bulian No.KM. 15, Mendalo Darat, Kec. Jambi Luar Kota, Kabupaten Muaro Jambi, Jambi, 001020, Indonesian

E-mail: iwira764@gmail.com

ARTICLE INFO

Article history:
Received: April, 02 2022
Revised: May, 11 2022
Accepted: May, 30 2022

Keywords:
Effective;
Online Learning;
Strategy.

ABSTRACT

This study aims to determine the readiness of schools to implement effective online learning so that learning materials can be conveyed properly to students. This is because the success of learning effectiveness depends on the strategy carried out by the school in order to achieve a goal to be achieved. The results of this study indicate that the research conducted at SDN 200/IV Jambi City uses the synchronous online method, which means that learning is carried out in real time, namely where the learning carried out between teachers and students is both online at a predetermined time. Which online learning is inseparable from learning media, the media used is adjusted to the current state of learning, currently the media used are laptops, mobile phones, wifi and internet quota as well as applications that can accommodate online learning. Like youtube and whatsapp groups. From the results of the study it can be concluded that the school's strategy in online learning is effective. Based on the conditions of online learning at SDN 200/IV Jambi City has implemented learning well using synchronous online in accordance with the capabilities possessed in operating technology and financial capabilities. Even with a little use of the application and there are obstacles, online learning can still be carried out according to government policy standards.

Copyright © 2022 Jurnal Mantik.
All rights reserved.

1. Introduction

The learning process is one of the important aspects in the implementation of education. According to [1] The learning process is an attempt to make students learn, so that the situation is an event of learning, namely an attempt to change the behavior of students. This is because the learning process will have an impact on student knowledge, and become a benchmark for the success of the education provided. In addition, the learning process is also a process that contains a series of actions of teachers and students on the basis of reciprocal relationships that take place in educational situations to achieve certain goals. [2] The interaction or reciprocal relationship between teachers and students is the main requirement for the ongoing teaching and learning process. Interaction in teaching and learning events has a broader meaning, not just the relationship between teachers and students, but in the form of educational interactions. According to [3] Educational interaction is reciprocal communication between one party and another, such as the interaction between teachers and students in the learning process.

Learning is defined as an activity in which there is a process of giving and or receiving knowledge, skills, attitudes and values. In line with [4] Learning can be interpreted as a systematic and deliberate effort to create educational interaction activities between two parties, namely students (learning residents) and educators (learning resources) who carry out learning activities. Educators as providers of knowledge or skills need to understand the various ways, styles, responses and attitudes of students in the learning process to ensure meaningful learning. In line with [5] Meaningful learning occurs when someone learns by associating new phenomena into their knowledge structure, where in the learning process a person constructs what he has learned and associates new experiences, phenomena, and facts into their knowledge structure. These learning activities are directed at developing the ability to know, understand, do things, live in togetherness, and actualize themselves which must be done through learning that is (1) student-centered, (2)



develops creativity, (3) creates fun and challenging conditions, (4) provides a diverse learning experience, (5) creates a balance of moral development, beauty, logic and physical health.

Therefore, in the implementation of the teaching and learning process, the teacher has the duty to encourage, guide, and provide learning facilities for students to achieve goals. In line with Naibaho (2018: 77) Teachers are professional educators with the main task of educating, teaching, guiding, facilitating, directing, training, assessing and evaluating students. Teachers have a responsibility to see everything that happens in the classroom to help the process of student development. In line with [6] The teacher is a determining factor for the success of a quality learning process. This causes the need for learning management so that the objectives in the activities can be achieved.

According to Saifulloh & Darwis (2020:291-292) Learning management is the arrangement of all learning activities starting from the planning, organizing, actuating and evaluating processes, which include the core curriculum and supporting curriculum based on the curriculum set by the Ministry of Religion or the Ministry of Education and Culture. The implementation of learning in schools also requires learning management so that schools can make lesson plans, plan the implementation of efficient teaching and learning interactions, conduct assessments of student achievement and follow up on student achievement. The purpose of the learning management is so that schools can work effectively in realizing a superior school.

The effectiveness of schools in realizing effective learning is seen from the ability of schools to provide learning impacts to students, so that the school's vision and mission can be achieved according to the quality of education. This is according to opinion [7] that effective learning is learning that has an impact on achieving all missions, shows the ownership of better quality and the learning process has an impact on students. This means that an educational institution is said to have quality education, if the learning activities carried out in schools have been achieved well. Learning activities are said to be effective and of good quality if the learning activities are appropriate and include the development and skills of students, both from the social, cognitive and emotional aspects, as well as having an impact on students' lives. [8] In addition, learning is said to be effective if it is carried out with a combination of independence and cooperation.

In order to realize the quality of effective learning is not only determined by the effectiveness of the learning activities themselves, but also closely related to the quality of organizing all aspects in it. This is because one of the characteristics of a good school is that it has a strong organizational and managerial system. As Suparno (2011) argues that the effectiveness of superior schools has the characteristics of strong managerial abilities, emphasis on achieving basic abilities, a comfortable environment, high expectations of student achievement and regular assessments of student-made programs. Furthermore, Riduwan (2015) states that schools where learning is carried out well must have a quality managerial system, have high expectations for students and teachers,

This shows that school management has a significant role in the effectiveness of learning in schools in order to realize educational goals. In line with Alfiyatin, et al (2020:10) Learning effectiveness is defined as success in the learning process to achieve learning objectives. School management regarding the effectiveness of learning can run well, if the principal and teachers can work together to carry out what has been planned properly, because the principal and teachers must have managerial skills in realizing effective learning by planning, organizing, implementing and supervising to the learning system in schools so that schools have effectiveness. However, since the Covid-19 pandemic, the education system has experienced several obstacles. Existence The COVID-19 pandemic has changed the activities of various sectors of human life, especially in the field of education [9]. One of them is teaching and learning activities cannot be done conventionally (face to face) because of the social distancing policy issued by the government, so that teaching and learning activities are shifted to online learning activities that are carried out online.

Learning with an online system makes more use of digital technology so that it allows students and teachers to still be able to carry out effective learning even though they do not meet each other. In line with Setiawan, (2020) The implementation of online learning can fully use a distance system (hybrid) or a mixture or collaboration of distance learning with classroom learning (blended). This needs to be done considering the urgency of education is very important for the future of students, so that under any conditions learning activities must continue to run. Even though learning is done online, achieving efficiency and effectiveness must remain the main goal of schools. This is in accordance with the opinion of Asmani (2012) that the main activity of education is to realize learning activities, so that all school organizational activities lead to the achievement of learning efficiency and effectiveness.



Online learning certainly requires more complex technicalities, considering that so far all elements of education, be it principals, teachers, students and even parents, are accustomed to conventional learning, so that online learning is a new experience for all parties. In line with [10] As said that the task of educators is to think about and choose strategies that are in accordance with the learning objectives and characteristics of students in online learning. This condition causes the principal and teacher as someone who plays an important role in the continuity of learning to have good managerial skills by realizing systematic and coordinated strategies in carrying out the learning process online or in a network (online), so that online learning continues. have the same effectiveness as conventional learning. According to [11] The principal is the component of education that plays the most role in improving the quality of education.

Online learning is said to be effective if the material delivered can be received in its entirety by students and fulfills learning aspects, namely providing a meaningful learning experience for students, focusing education on student skills, providing a variety of activities and learning tasks for students so that students can learn independently, and the existence of feedback as a form of productivity online learning activities. Effective online learning will not be achieved if only the principal plays a role, but must also involve educators (teachers), students (students), parents and supported by adequate facilities and infrastructure.

In addition, the school must also ensure that the facilities and infrastructure owned by the school are able to support the successful implementation of online learning, and ensure that parents are well prepared in accompanying children during learning activities from home or online learning. This means that principals, teachers, students, parents, as well as supporting facilities and infrastructure must be actively involved and as if carrying out conventional learning, so that the effectiveness of the implementation of online learning can be achieved, and students' abilities can continue to develop even though they are studying in the midst of the COVID-19 pandemic. 19. According to Tanjong (2017) the main strategy that must be carried out by the school so that learning becomes more effective is a strategy to evaluate the quality of learning activities by planning learning that begins the process of identifying student needs as objectively and precisely as possible. This shows that schools cannot only determine strategies or efforts that are in accordance with the abilities of teachers, but must also examine what students need in learning, so that strategy making becomes more efficient and on target, namely according to student needs.

Each school has different abilities in conducting online learning, both in terms of facilities and human resources. Most schools in urban areas have adequate facilities and resources, such as the availability of an internet network, the availability of laptops/computers/smart phones and educators who are accustomed to teaching by using technology. The availability of adequate facilities and resources is certainly a driving factor in the success of the principal as a leader for effective online learning management. Research result [12] the readiness of teachers to carry out online learning, including in choosing applications as learning media, is a major factor in the success of online learning. Furthermore, the readiness of students in participating in online learning activities will also be the second factor that supports the success or failure of the implementation of online learning.

Seeing the results of these previous studies, the readiness of resources, especially human resources, will be a supporting factor for schools to carry out proper management in implementing effective online learning so that learning materials can be conveyed to students. However, for some schools located far from the city center, of course experiencing some problems in online learning, including the limitations of the internet network, laptops/computers/smart phones owned by students and teachers, and there are some teachers and students who are not used to doing learning with take advantage of technology. Strategy is action decisions that are directed and all needed to achieve goals [13] Meanwhile, according to [14] school strategy is a way or ability of principals, teachers, students and all parties related to schools in improving the quality of education in schools.

This condition is certainly an obstacle for schools to develop online learning in schools. This is as the research results [15] that one of the obstacles for schools in implementing online learning strategies is limited resources, both human resources and capital resources, such as internet networks and the availability of online learning facilities and infrastructure.

The existence of supporting factors may be an advantage for schools because it is easier to carry out the strategies they have in developing online learning so that they can realize learning effectiveness. However, for schools that do not have good supporting factors, there will be many obstacles that actually become obstacles in developing the effectiveness of online learning, so it is feared that learning materials will not reach students.

Based on this, the principal as a leader and teacher as implementer must really have the right strategy in carrying out managerial functions, such as functions to plan, organize, implement and evaluate online learning activities so that they become more effective.

This is because the success of the effectiveness of learning depends on the strategies carried out by the school in order to achieve a goal to be achieved. Based on these conditions, the researchers are interested in researching "School Strategies in Effective Online Learning".

The objectives of this research are 1) To find out the school's strategy in implementing effective online learning; 2) To find out the factors that influence schools in implementing effective online learning; 3) To find out the obstacles faced by schools in implementing effective online learning.

2. Research Methods

This research was carried out in the even semester of 2021/2021 at SD Negeri 200/IV Jambi City, Jambi Province. It was carried out for 2 months, from January 13 to March 21, 2022. This study used a descriptive qualitative approach, namely research in the form of descriptions or conclusions that were described in detail in written or oral words from the research object. This type of research is a case study.

Data collection techniques used in this study were observation and interviews. Interviews were conducted with the principal and several teachers, namely class I teachers, class III teachers and class IV teachers at SD Negeri 200/IV Jambi City.

The data that has been collected will be processed with reduction techniques. 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 [16] which has steps such as data reduction, data presentation, and drawing conclusions.

3. Results and Discussion

The results of observations at SD 200/IV Jambi City with the implementation of distance learning or what is called learning from home, the principal and teachers must prepare the right strategy so that learning can take place well as has been done by the City 200/IV Elementary School Jambi as the principal before the implementation of distance learning began, the school had made preparations or technical guidance on using applications to make learning videos for teachers and training and outreach to parents so that online learning can run well.

Likewise, teachers have also prepared learning materials by adjusting the application to the material that will be given to their students. The teachers also inform their parents to always play an active role in accompanying their children when studying at home. In this case, the school has also identified the needs of students' teachers and parents for the problems encountered in the online learning process or distance learning because they must know in advance the condition and readiness of students and parents at home such as ensuring that there is an internet quota to respond. presence or ready to learn with the aim of being able to more easily apply the needs in learning.

To determine the most appropriate and effective teaching and learning techniques in online learning, the school has made LKPD and simplified the curriculum, the teachers have also made structured and interesting lesson plans for students by means of videos, wa groups, private video calls and giving advice and motivation or enthusiasm so that students are more active in learning, because every task must be conveyed what is done and allow students to ask questions or provide reciprocal responses between teachers and students.

Meanwhile, in order to support the teaching and learning process, schools must provide learning media in the form of internet or wi-fi networks, office stationery, as well as teachers provide WA applications and their respective laptops. In explaining learning materials using teaching aids such as letter cards, number cards and pictures via smartphones so that the material is clearly given a learning video, both self-recorded and downloaded videos in accordance with the learning basics and don't forget the school has also evaluated the implementation of online learning with how to always check or accommodate the development of online learning through parents in guiding children, also providing exercises or questions,

The determination of the assessment criteria in online learning carried out by schools is doing remedial and enrichment with different questions but the material remains the same, applying the learning KKM which is called the minimum completeness criteria and the minimum object of assessment through attitude (observation in response from the WA group), knowledge (choices, activities, short entries) which are a



unity both in themes and independently and in skills. The process is either in the form of activities to make works or crafts in the form of objects, verbal, physical and so on.

With this, of course, there are factors that affect schools in online learning, namely especially facilities and infrastructure with the availability of devices and internet connections, the fact that time is limited due to delivery of assignments that are not on time, which communication is not smooth due to economic constraints and environmental factors as well. It really affects, for example, children are often lazy to study because they play a lot of games and cellphones and watch TV. Thus schools also face obstacles in setting strategies for the implementation of online learning, namely the busyness of working parents because they have difficulty communicating with students because parents bring cellphones so that learning is not optimal and it is difficult to monitor students directly. Not to mention the problem of electricity or internet coverage or funds to access it, sometimes the cellphone is not always on standby. Every now and then there is not always a quota package for a month, there are days when they are offline with their android devices

Thus it can be concluded that this school has implemented effective online learning by utilizing existing facilities and infrastructure with little use of learning applications that have been able to support the above learning process and have been able to fulfill the basic competencies of learning even though there are few obstacles in the implementation of the student teaching and learning process. also limited facilities and infrastructure.

3 Conclusion

Online learning is learning that is done not face to face directly but through intermediaries such as cellphones and laptops. The implementation of online learning cannot be separated from the use of technology in the learning process so that it can take place properly such as cellphones, internet, wifi, and laptops. State Elementary School 200/IV Jambi City and State Elementary School 200/IV Jambi City conducted online learning using zoom meetings and class group WhatsApp. Before carrying out online learning, principals and teachers must first identify the readiness and needs of students in carrying out online learning such as the availability of cellphones and internet quotas for learning. Based on the conditions of online learning at SDN 200/IV Jambi City has implemented learning well in accordance with the capabilities possessed in operating technology and financial capabilities. Although there are several obstacles such as limited time and availability of cellphones, online learning can still be carried out according to government policy standards.

References

- [1] S. Sunhaji, "Konsep Manajemen Kelas Dan Implikasinya Dalam Pembelajaran," J. Kependidikan, Vol. 2, No. 2, Pp. 30–46, 2014, Doi: 10.24090/Jk.V2i2.551.
- [2] S. Djaga, A. D. Riangtati, And H. Usman, "Pemanfaatan Media Big Book Untuk Meningkatkan Kemampuan Membaca Permulaan Pada Siswa Kelas Ii Sd Negeri Gunung Sari Ii Makassar," Publ. Pendidik., Vol. 10, No. 1, P. 65, 2020, Doi: 10.26858/Publikan.V10i1.12829.
- [3] E. Suhendro, "Strategi Pembelajaran Pendidikan Anak Usia Dini Di Masa Pandemi Covid-19," Golden Age J. Ilm. Tumbuh Kembang Anak Usia Dini, Vol. 5, No. 3, Pp. 133–140, 2020, Doi: 10.14421/Jga.2020.53-05.
- [4] A. Suryani, I. M. Suarjana, And H. Artini, "Penerapan Model Pembelajaran Kooperatif Tipe Tgt (Teams Games Tournament) Berbantuan Cara Sengkedan Dan Metode Bernyanyi Untuk Meningkatkan Hasil Belajar Matematika Materi Faktor Dan Kelipatan," Indones. Gend. Soc. J., Vol. 1, No. 1, P. 29, 2021, Doi: 10.23887/Igsj.V1i1.38986.
- [5] R. R. Lubis, "Kompetensi Kepribadian Guru Dalam Persfektif Islam," Tazkiya J. Pendidik. Islam, Vol. V, No. 2, Pp. 141–156, 2016, [Online]. Available: [Http://Biblioteca.Ibge.Gov.Br/Visualizacao/Monografias/Gebis - Rj/Rbg/Rbg 1995 V57_N1.Pdf%0ahttps://Periodicos.Ufpe.Br/Revistas/Rbgfe/Article/View/234295](http://Biblioteca.Ibge.Gov.Br/Visualizacao/Monografias/Gebis - Rj/Rbg/Rbg 1995 V57_N1.Pdf%0ahttps://Periodicos.Ufpe.Br/Revistas/Rbgfe/Article/View/234295).
- [6] A. W. Simbolon, "Sekolah Tinggi Ilmu Tarbiyah (Stit) Mumtaz Karimun," Vol. 1, Pp. 76–87, 2021.
- [7] Riduwan, "Mewujudkan Sekolah Yang Efektif," Bdk Palembang, No. 1991, 2020, [Online]. Available: </Upload/Files/Web%3dmewujudkan Sekolah Yang Efektif.Pdf>.
- [8] H. Basri, "Kemampuan Kognitif Dalam Meningkatkan Efektivitas Pembelajaran Ilmu Sosial Bagi Siswa Sekolah Dasar," J. Penelit. Pendidik., Pp. 1–9.



- [9] K. Nur Utami And A. Mustadi, “Pengembangan Perangkat Pembelajaran Tematik Dalam Peningkatan Karakter, Motivasi, Dan Prestasi Belajar Siswa Sekolah Dasar,” *J. Pendidik. Karakter*, Vol. 7, No. 1, Pp. 14–25, 2017, Doi: 10.21831/Jpk.V7i1.15492.
- [10] M. Asrori, “Pengertian, Tujuan Dan Ruang Lingkup Strategi Pembelajaran,” *Madrasah*, Vol. 6, No. 2, P. 26, 2016, Doi: 10.18860/Jt.V6i2.3301.
- [11] Suyatno, “Strategy Of Values Education In The Indonesian Education System,” Vol. 12, No. 1, Pp. 607–624, 2019.
- [12] N. Hidayati And A. I. Wuryandari, “Media Design For Learning Indonesian In Junior High School Level,” *Procedia - Soc. Behav. Sci.*, Vol. 67, No. November 2011, Pp. 490–499, 2013, Doi: 10.1016/J.Sbspro.2012.11.354.
- [13] K. Khasanah, “Peta Konsep Sebagai Strategi Meningkatkan Hasil Belajar Siswa Sekolah Dasar,” *J. Edutrained J. Pendidik. Dan Pelatih.*, Vol. 3, No. 2, Pp. 152–164, 2019, Doi: 10.37730/Edutrained.V3i2.8.
- [14] M. A. Yeop, M. F. M. Yaakob, K. T. Wong, Y. Don, And F. M. Zain, “Implementation Of Ict Policy (Blended Learning Approach): Investigating Factors Of Behavioural Intention And Use Behaviour,” *Int. J. Instr.*, Vol. 12, No. 1, Pp. 767–782, 2018, Doi: 10.29333/Iji.2019.12149a.
- [15] N. P. A. D. Wulandari, “Strategi Pembelajaran Daring Di Tengah Pandemi Covid 19 Di Smp Negeri 2 Kerambitan,” *J. Pus. Penjaminan Mutu*, Vol. 2, No. 1, Pp. 59–70, 2021, [Online]. Available: [Http://Jurnal.Stahmpukuturan.Ac.Id/Index.Php/Jurnalmutu/Article/View/1329](http://Jurnal.Stahmpukuturan.Ac.Id/Index.Php/Jurnalmutu/Article/View/1329).
- [16] Ilyas, “Pendidikan Karakter Melalui Homeschooling,” *J. Nonform. Educ.*, Vol. 2, No. 1, 2016.

