

Online Learning Management during COVID-19 Pandemic: a Study at Satya Wacana Christian Junior High School

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Abstract—The COVID-19 pandemic in more than two hundred countries impacted every sector, including education. The pandemic forced schools to conduct online learning, though not all schools, teachers, students, and parents were ready to manage the online learning system. The research was qualitative using a case study, aimed to describe online learning management at Satya Wacana Christian Junior High School in Salatiga. Data were collected through interviews, observations, and documentation. The data were validated through credibility, transferability, dependability, and confirmability tests. The research found online learning management consisted of POAC (Planning, Organizing, Actuating and Controlling). POAC comprised of planning by designing curriculum and information technology instruments, organizing teachers' teaching and administration tasks, actuating by implementation (i.e., teachers' In House Training (IHT) in using information technology instruments, designing learning resources and administration, online learning between teachers and students), controlling by monitoring (i.e., supervision, teachers' journals, class journals, monitoring by school's committees or parents, program evaluations, school self-evaluations, learning outcomes evaluations).

Keywords: learning management, online learning, COVID-19

I. INTRODUCTION

Coronavirus Disease which began to spread in December 2019 in Wuhan, China (Khan et al., 2020; Phan, 2020; Su et al., 2020; Wang et al., 2020). This virus has a major impact on all aspects of life in the world (Anderson, 2020; Azzi-Huck & Shmis, 2020; DHEC, 2019; Domenico et al., 2020, OSPI, 2020). On March 2020, WHO stated that Coronavirus Disease 2019 (Covid-19) was a pandemic (World Health Organization, 2020; Cucinotta & Vanelli, 2020; Lloyd-Sherlock et al., 2020; Mahase, 2020; Watkins, 2020). The spread of Covid-19 is very fast and has a negative impact on human health and even resulted in (Khan et al., 2020; Lin et al., 2020; Worldmeters, 2020). This requires the application of

social distancing and physical distancing to break the chain of spreading the corona virus. This policy is also applied to Indonesian society. This is the causes of an education in Indonesia to change immediately.

The government's responsibility in realizing one of the goals of national development is to educate the nation's life, so the Ministry of Education and Culture (Kemendikbud) decided to continue the learning process during the Covid-19 Pandemic with various kinds of adaptation. Through the Circular of the Minister of Education and Culture Number 2 of 2020 concerning Prevention and Handling of Covid-19 within the Ministry of Education and Culture and Circular Number 3 of 2020 concerning Prevention of Covid-19 in the Education Unit, a policy was issued starting March 16, 2020, the learning process was carried out from home applied nationally. This is a clear form of the Ministry of Education and Culture of Indonesia to enforce an online learning policy (Kemendikbud, 2020; Irwan, 2020; Katili, 2020; Maktori, 2020; N. Wahyudi, 2020).

According to the Arizon Department of Education (2020), providing routine activities and involving students at any level in learning activities is a positive thing to provide a sense of normality for students in critical situations. Learning activities in the midst of the Covid-19 pandemic are also the right treatment to help recover from a critical period. The results of research conducted by Wibowo (2014) and Melania (2020) on the students who have done the online learning show that most students accept the online learning because this method is more relaxed, fun, flexible, efficient, short, practical, fast, precise, safe, easy, time-saving and energy-efficient. All learning and teaching processes are inseparable from the role of the teachers (Collie et al., 2011; Najeemah M Yusof, 2012; Thien et al., 2014; Zacharo et al., 2018). Based on the results of research by Purwanto et al (2020), there are several obstacles faced by the teachers, students and parents in online learning activities, namely insufficient mastery of technology, additional costs, internet data, the additional work for

parents in assisting the students to study at home. The teacher working hours are not limited because they have to keep in touch and socialize with the students and parents, then they have to coordinate with other teachers and school principal for the success of the online learning during the Covid-19 pandemic. This is reinforced by M. Wahyudi (2020) who said that the obligation to take part in the online learning is a serious obstacle for the students who come from disadvantaged circles. Lack of presence, personal care and interaction are connectivity issues that are significant drawbacks of the online learning (Arora & Srinivasan, 2020). The description above encourages researchers to find out how the online learning management is during the Covid-19 pandemic.

Salatiga is a small town in Central Java on the slopes of Mount Merbabu. In this city, not all areas have a good internet network due to the uneven surface condition of the area, besides that the economic level of the people in Salatiga is very diverse. Satya Wacana Christian Junior High School is one of the private schools located in Salatiga, Central Java, Indonesia, which follows the direction of the Ministry of Education and Culture to conduct the online learning. The students come from various regions, both from Salatiga or outside Salatiga and even they are from outside the island of Java, such as Papua, Sulawesi, Bali and Kalimantan. In addition, this school has various teachers' abilities in terms of education levels and ages. The results of Ceha's (2016) study show that the senior teachers tend to reject to use technology tools and experience the difficulties in using information technology tools. This condition encourages researchers to make Satya Wacana Christian Junior High School as a research location. From the explanation above, the purpose of this study is to describe the management of online learning during the Covid-19 pandemic at Satya Wacana Christian Junior High School in Salatiga.

II. METHODS

This research uses a qualitative approach of research study cases, this approach is used to explore, understand and describe an object of research in a descriptive way in the form of words and language (Moleong, 2011: 6). This research study cases is aimed for examining and describing Online Learning Management during the Covid-19 Pandemic at Satya Wacana Christian Junior High School, Salatiga. The key instrument in this study is the researcher, because the researcher himself will collect data and act as an observer to find out the conditions and get information directly at Satya Wacana Christian Junior High School.

The research location is on Satya Wacana Christian Junior High School. The speakers in this study are the principal, teachers, parents, and students. The Data collection techniques in this study are direct interviews by applying the Covid-19 health

protocol and indirectly interview by observing and documenting using forms, audio recordings and other documents such as photos and official files. Data analysis was performed using the Miles and Huberman analysis model which consisted of three stages, that are data reduction, data display, then conclusion drawing and verification (in Sugiyono, 2011: 246). Credibility, transferability, dependability and confirm ability tests were used to check the validity of the data.

III. RESULTS AND DISCUSSION

Online learning management during the Covid-19 Pandemic at Satya Wacana Christian Junior High School includes planning, organizing, actuating, and controlling processes.

The first stage of online learning management during the Covid-19 pandemic at Satya Wacana Christian Junior High School was planning. At this stage, it begins by designing an online learning curriculum. Based on Law no. 20 of 2003, the curriculum is a set of plans and an arrangement that related to the objectives, the contents, teaching materials and methods which is used as guidelines in implementing learning activities to achieve a national education goal. The main curriculum that is used at Satya Wacana Christian Junior High School is the 2013 Curriculum that has revised in 2019. The development of the curriculum at Satya Wacana Christian Junior High School is an online learning-based curriculum that is adapted to the conditions of the Covid-19 pandemic. This can be seen from the patterns changing on the course schedule on each grade level. It means that firstly, each grade on the same level has a different schedule of subjects, but during the Covid 19 pandemic the course schedules are designed the same. For the example: on Monday, grade 7A, 7B and 7C has the same schedule of Science learning subject for 5 hours (5 JP), then they have Craft for 2 hours (2 JP). This is designed to make it easier for the teachers to carry out and control the learning activities. Besides, this will also provide more time for teachers to prepare some online learning materials (AVA) and it is time consuming. Other changes have appeared to the learning materials which are given to students, even though the Annual Program (Prota) and Semester Program (Promes) follow the curriculum. Based on the Circular of the Minister of Education and Culture Number 2 of 2020 concerning Prevention and Handling of Covid-19 within the Ministry of Education and Culture and Circular Number 3 of 2020 concerning Prevention of Covid-19 in the Education Unit, one of the things that conveyed is that the learning objectives are not only focused on fulfillment curriculum but also the character building of the students while they have to deal with the COVID-19 pandemic. Therefore, the materials which are provided to students is only essential materials, so that the teachers are required to

make material mapping that contains KI, KD, materials, achievement indicators, online learning processes, Assessments, Learning Resources and Media used. The next planning stage is related to information technology tools. It is starting from the planning of hardware and software that will support the online learning process, in addition to the design of additional internet networks at several points at schools.

Not only the IT facilities are being prepared, but also the preparedness of the teachers in using information technology as a learning media during the Covid-19 pandemic. Therefore, training is planned for the teachers regarding the use of information technology.

At the organizing stage, a Recapitulation of the Teaching Burden of Education Personnel is carried out consisting of the name of the teachers, the subject that being taught, the teaching load in each class, the total teaching loads and additional tasks such as field coordinators, homeroom teacher and committees. At this stage, there is no difference in the arrangement before and during the Covid-19 pandemic.

The implementation stage is the stage that best adapts to the learning situation during the Covid-19 pandemic. Online learning is a learning method recommended by the government during the COVID-19 pandemic, where this learning method does not need to directly face-to-face contact between teachers and students. This can be a new experience for the teachers and students. Not all teachers at Satya Wacana Christian Junior High School have online teaching experiences. Therefore, an In House Training (IHT) was implemented for the teachers regarding the use of the Zoom application, Google classroom, Google meet, making learning videos and other learning display materials with trainers who are also a BTK teacher at Satya Wacana Christian Junior High School. All of those applications are used by teachers and students by using an email from the SWCU Laboratory School home-based, xx.xx@uksw.edu. After the teachers mastered the use of information technology tools that is used in the online learning, the teachers make teaching tools in the form of a syllabus, annual program (prota), semester program (promes), minimal learning completeness (KBM), material mapping, lesson plans and various online learning materials. After all teaching tools are ready to teach, the teachers will carry out the online learning according to the schedule. At the beginning of the lesson, there is a time for reflection and direction from the homeroom teacher to the students which is done for 30 minutes using the Zoom application. This activity contains reflections, attendance and the delivery of some information from schools to the students who is studying at home. The Zoom application is used in this activity because its features make easier for the teachers to do attendance, even though the maximum duration of use is only 40 minutes for those who are

not paid. Then, for the next learning activities, the teachers are using the Google classroom and Google meet applications. Google Meet is used in learning activities because it absorbs students' internet quota less, and uses a long duration of use so that the teachers and students can interact more freely to understand the learning material. After the planning, organizing and implementation stages have well done, the last stage is supervision. The monitoring stage of online learning during the Covid-19 pandemic at Satya Wacana Christian Junior High School was done by the principal to the subject teachers. It is called as supervision. It should be done to ensure all teachers that they can carry out the online learning properly and correctly so that the learning objectives are achieved. The teacher's agenda books and class daily journal must be filled in by the teachers. It must be done as evidence that the learning process is carried out well every day. The implementation of online learning activities is also supervised by the student's parents committee. Program evaluation and school self-evaluation (EDS) were carried out by the Satya Wacana Christian Junior High School curriculum development team and also the teachers' council. Not only school programs, but also the students learning outcomes are also supervised by the form of assignments to the students, daily tests, midterm exams, the final semester exams and graduation exams. The Students learning outcomes are reported to the parents through Satya Wacana Christian Junior High School website or send it using mail (POS Indonesia).

Based on the results of the researches above, the first discussion is on the absence of guidelines for implementing an online learning curriculum during the Covid-19 pandemic in Indonesia. This makes very difficult for the school to design a curriculum that has suddenly changed. The lack of training on the online teaching techniques makes the teachers feeling confused in designing the learning process, preparing teaching materials and online assessments that are correct and effective. In the reality, the teachers' creativity is very developed in carrying out the learning process and online assessment, but these creativities are not necessarily correct and effective in achieving the students learning goals.

Moreover, it is about the readiness of the teachers, students and parents in undergoing of the online learning process. This readiness includes physical and mental readiness. The Covid-19 pandemic suddenly changed the concept of face-to-face learning in to indirect learning. This seems making the teachers and students physically and mentally unprepared for it. Not getting ready in used of gadget to work / activities for a long time, make resulting in health complaints, especially in the eyes. Mentally, in several cases, it was found that the students tended not to take a part in learning and did not submit the assignments, but instead did activities outside of education. To deal with that indiscipline,

there has been no appropriate and firm action from the teachers that instills a character building of discipline. This is because they cannot meet face to face to make an emotional approach. The important role of parents is needed to be an intermediary for the continuity of online learning, but suddenly caused by the conditions that changing also make the parents not experiencing in accompanying the students to study at home. The additional role that was suddenly carried out by the parents, make them feeling confused and not playing an active role in the students learning process at home. This is basically understandable, because not all parents have expertise in education and there are some parents who are also still working during the Covid-19 pandemic. In this case, it was the students' own awareness that fostered a self-character of discipline, but unfortunately the junior high school students were in their teens, where they still needed assistance from their closest people surrounding them.

Furthermore, it is about information technology competence. Even though there is a lot of information, video tutorials, webinars or workshops related to online learning, however, the competences of some teachers and students are not increasing rapidly in terms of using information technology. For the teachers, the senior teachers tend to have difficulties experience in using information technology. The same case is also happened to the students in grade 7 who basically have just graduated from the elementary level. One of the solutions has taken by Satya Wacana Christian Junior High School to deal with this challenge is to increase the role of BTIK (Information and Communication Technology Guidance) teachers.

The concept of the online learning or distance education in Law No. 20 of 2003 is about concerning the National Education System Article 1 paragraph 15. It states that the distance education is an education system whose students are separated from educators and the learning methods are using some various learning resources through communication technology, information and other media. Based on that case, the school and parents must provide the facilities and infrastructures that support the online learning, such as devices, internet networks, electricity installations and learning resources. Satya Wacana Christian Junior High School has provided those facilities and infrastructures in the school environment. However, due to the diversity of the students' family backgrounds, not all parents are able to provide the supporting facilities and infrastructures for the online learning at home. The obstacles that faced by students are the less sophisticated devices to install applications for the online learning, the locations of students' home that are difficult to get an internet network, high costs for fulfilling internet network data, suddenly bad networks, power outages and lack of learning resources both printed and online. The solution has been offered by the Satya

Wacana Christian Junior School is that students are allowed to use the infrastructures in the school environment, but the number of students is still limited to following health protocols.

Furthermore, it must be realized that education during the Covid-19 pandemic is a new phase that changes the pattern of education in the world and also in Indonesia. The educators, students and parents are required to be considerate to the times progress, science and technology. Perhaps, there will be many unexpected impacts that will occur from the continuity of the online learning. The positive impact is that the teachers, students and parents are more creative and innovative in giving of the online learning. The learning situations at home, make students feel more secure, relaxed, efficient, and flexible and do not waste a lot of energy. Besides that, the negative impact is that when they are looking for learning sources or references, the possibility is the difficult controlling of a wide variation of information. For the students whose learning activities are not controlled at home, they will depend on certain content (for example, entertainment videos or games). In this case the plagiarism is increasing due to limited learning resources and supervision as well as the increase in teacher administrative duties and student school assignments, so some teachers and students are looking for a short way by duplicating documents without permission in the form of text, PowerPoint, video and sound which are the copyrights of others and this is against the law.

IV. CONCLUSION

The Ministry of Education and Culture's policy through learning at home with online methods is carried out to break the chain of the spread of the corona virus and it becomes of the government's responsibility to keep the Indonesian children educated in the midst of a COVID-19 pandemic. However, the changes in learning methods that have suddenly changed from face to face learning to indirect learning creates a lot of challenges that must be faced. It is starting from the aspect of human resources and infrastructures. The lack of guidelines for the implementing of online learning, training, awareness, limited internet networks and limitations in preparing online learning infrastructure are becoming serious obstacles that must be faced. Especially during the Covid-19 pandemic, the economic condition of the Indonesian people also declined.

As a future recommendation, guidelines for online learning management are needed during a pandemic. The teachers' competence in teaching online learning and using information technology tools must be more improved so that learning objectives are achieved by holding webinars and workshops. Both of those neither are very influential on the learning loads of the students, both materially

nor time. It is because there are no definite guidelines so the teachers just give some assignments without providing the lesson materials. In addition, parents must also be considerate to the development of science and technology so that they can accompany the learning process of the students at home. Another important thing is the government's policy to provide free internet network facilities for the students in all regions of Indonesia.

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