Implementation of Online Islamic Elementary School Teacher Learning Management in Pandemic Covid-19

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ABSTRACT

The purpose of the study was to determine how much the readiness of Islamic Elementary School Teacher in implementing online learning management during the Pandemic Covid-19 period. The method used is descriptive qualitative. The main source of data and information obtained from the research subjects is a population of 28 Islamic Elementary School Teacher. Data collection techniques are observation, documentation, interviews, and questionnaires. Data analysis techniques use descriptive. Based on the results of the study obtained data that: (a) Islamic Elementary School Teacher Mastering Online Learning Application During the Pandemic Covid-19, (b) Teacher has compiled a RPP-online when the Covid-19 Pandemic, (c) Teacher implemented RPP-online in online learning, (d) The teacher evaluates RPP-online in online learning, (e) teachers carry out monitoring of students' duties independently, (f) Teachers ensure the assessment of learning outcomes Honestly can reach KKM.

Keywords: Implementation; Online learning management; Islamic Elementary School Teacher

1. INTRODUCTION

Growing science and technology encourages various sectors to experience very good growth, especially in the field of education in online learning [1]. Pandemic Covid-19 which is uncertain when the completion makes the people continue to be anxious. No exception to Islamic Elementary School Teacher full of hard work preparing all online learning needs.

The impact of the Covid-19 pandemic in the learning process is quite felt, this can be seen from teaching and learning activities that should be done more directly, now can only be implemented independently by students through online. Teacher creativity When the online learning process is an important point for achieving learning goals. Even though it becomes a demand, but not every teacher is able to quickly and carefully can receive and process learning according to student objective conditions [2].

Online learning activities organized by Islamic Elementary School Teacher in the city of Magelang experience attractive dynamics. Various learning management techniques that are appropriate experience

the trial-and-error process. At the beginning of the pandemic period, it was a period of uncertainty the learning process would be carried out. One side must break the spread of Covid-19 so that it must hold online learning. But on the other hand, the skills and facilities are not optimally supported. Online learning ideally bridging student learning needs, so that it can increase interest and talent according to their respective education levels. Required the readiness of a teacher, the suitability of the curriculum, the availability of learning resources, as well as the normal network carrying capacity, so that teacher communication with students can be effective and efficient [3].

The obstacle experienced in the implementation of online learning amid the Covid-19 emergency pandemic in the Islamic Elementary School Teacher includes teacher's readiness, the lack of regional government direction, there is no appropriate curriculum, limited carrying capacity of technology and internet networks. Based on the problems that occur above, this study aims to implement the implementation of online learning management Madrasah Ibtidaiyah teachers in the Pandemic Covid-19 period.

2. METHOD

The method used is descriptive qualitative. The main source of data and information obtained from the research subjects is a population of 28 teachers of Ibtidaiyah madrasah. Data collection techniques are observation, documentation, interviews, and questionnaires [4]. Observation, used to collect online learning management data in the Ibtidaiyah madrasah which is conducted related to the learning process. Documentation, used to collect data on track records that will and have been implemented in online learning.

The documentation used is the Learning Implementation Plan (RPPD), data on the state of educators and education, students of students in 2020/2021, state facilities / infrastructure. Interviews are used to obtain data on potential problems and advantages in the implementation of online learning. The subject of this interview is the teacher of the Islamic Elementary School Teacher. Questionnaire is used to obtain data information about the effectiveness of online learning to Islamic Elementary School Teacher starting from the implementation of Rpp-online, access, and clarity of evaluation instructions to the results of learning.

Data analysis techniques use descriptive. Qualitative descriptive data analysis activities are carried out interactively and take place continuously until completion, so the data is saturated. Activities in data analysis, namely data reduction: Researchers obtained field data very much, need clearly and detailed recording. Data reduction can be interpreted as choosing and summarizing important things from field notes. The reduced data will facilitate researchers to collect subsequent data. Data reduction was carried out by researchers when obtaining data from the Islamic Elementary School Teacher. The researcher then simplifies the data by retrieving appropriate and supportive data in the study, so that the data can lead to the right conclusions, data display: presentation of data in qualitative research can be done in the form of matrices, chart, graphics, and others. The presentation of data in this study is to describe the data on the effectiveness of the learning of Ibidaiyah madrasah teachers, so that the meaning of the events that encountered is easy to understand, and conclusion drawing/ verification: conclusions and verification at the beginning of the beginning are temporary, will change along with the process of passion Research if there is no discovery of strong and supportive evidence at the time of the next collection and data. Likewise, if the conclusions are opened at the initial stage, supported by strong, valid and consistent evidence, then the opening conclusion is a credible conclusion. The final conclusion does not only occur during the data collection process, but it needs to be verified so that the data can be tested validity as shown in Figure 1 [5].
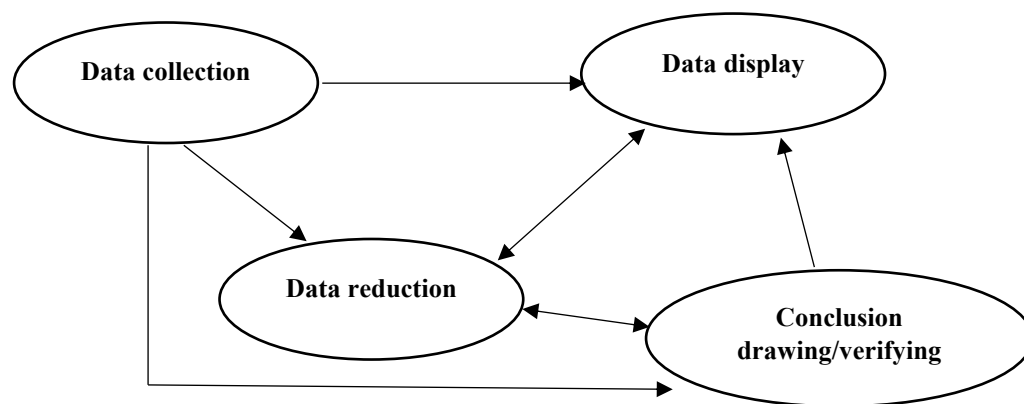
Figure 1 Interactive Models Miles and Huberman

3. RESULT AND DISCUSSION

Changing the face learning system to face into a system online is very fast, not through good preparation. However, all teaching and learning activities must run even though the Covid-19 pandemic has hit, hopes that students can also learn actively. An urgent thing in online learning is the stable internet network system, then software such as computers, laptops and smartphones as supporting teaching and learning activities, as well as teacher readiness to master various online learning applications.

In connection with the implementation of online Islamic Elementary School Teacher learning throughout Magelang, a teacher must still pay attention to the aspects of student development. Despite a lot of challenges in online learning. Islamic Elementary School Teacher have full burden and responsibility for the learning process, so that the quality of online learning must always be improved. A teacher is expected to always communicate with parents so that online learning can run according to learning objectives. It is hoped that teachers can be more innovative and creative in choosing the right and suitable learning method so students are always eager to learn.

The results of respondents' answers to the mastery of online learning applications in the Ibtidaiyah Madrasah during the Covid-19 pandemic can be seen in Table 1. That not all MI teachers in the learning process applying online, but also conducting Blended Learning. It was seen that data as much as 85.7% of MI teachers throughout the city Magelang mastered online learning

and as many as 14.3% of teachers in MI throughout the city of Magelang sufficiently master online learning. Based on these results, it was concluded that the Ibtidaiyah Madrasah Teacher mastered the online learning application during the Pandemic Covid-19 period, so students could participate in learning fully active and vibrant.

Table 1 Mastery Online Learning Application

Mastery of applications	Participant	Percentage
Master the application	24	85,7%
Pretty master	4	14,3%
Don't master	0	0%

Covid-19 situation like this is hard to achieve learning goals. Emergency conditions like now the learning process cannot run normally as usual, but students must obtain good learning in the pandemic period [6]. Islamic Elementary School Teacher has carried out the learning process in the pandemic in accordance with their respective conditions and creativity. Online learning is a solution for the implementation of education in the Ibtidaiyah Madrasah during the pandemic period, so students, teachers and parents try to adapt in the application of new learning models [7]. If we take wisdom from Covid-19 pandemic. So, the benefits of the implementation of online learning are very many of them, preventing transmission of Corona virus, more flexible learning time, more innovative learning, creative and

independent, closer family relationships, appreciates time, material can be read back and so on [8].

Respondent's respondents' results related to the Rp.-19 when the Covid-19 pandemic was seen in Table 2. Based on data table 2 on the preparation of RPP-online when the Covid-19 deceiver could be seen that 89.3% of Islamic Elementary School Teacher compiled RPP-online and 10.7% Islamic Elementary School Teacher did not arrange RPP-online. Based on the results it can be concluded that Islamic Elementary School Teacher have planned the implementation of online learning during the Covid-19 pandemic and in accordance with the learning achievement.

Table 2 Prepare RPP-online

Prepare RPP-online	Participant	Percentage
Yes	25	89,3%
Not	3	10,7%

Changes in learning from face to face to online affect RPP changes used, RPP-online needs to be prepared for online learning in Islamic Elementary School Teacher [9]. Online learning requires an internet connection to connect between teachers and students. The ability of the teacher to prepare for RPP-online is very important for improvement, so that the quality of learning can be well maintained [10]. Online learning conducted is a prevention solution for the spread of Covid-19 which is currently ongoing. This virus is very easy to process the contender through the human respiratory system [11].

The results of the answers to the teacher's response to the implementation of the RPP-online can be seen in

Table 3. The majority of respondents declare "yes" implementing RPP-online in online learning analysis by using an average formula can be seen in value by 78.6%, while the answer "no "Carry out the RPP-online number of 21.4%. Online learning can save time and certainly prevent the spread of Covid-19. The need for pun day for teachers to prepare the right and appropriate new learning instruments so that it can be applied to students of Madrasah Ibtidaiyah [12]. Increasing teacher competencies in terms of technology has an important role to support the online learning process, so that the goal of learning [13].

Table 3 RPP-online

RPP-online	Participant	Percentage
Yes	22	78,6%
Not	6	21,4%

The results of the answer to the teacher's response to the IDRP-online evaluation can be seen in Table 4. Islamic Elementary School Teacher stated that

"evaluating" RPP-online in online learning analysis by using an average formula can be seen in value by 78.6% and that sang "no" Evaluating RPP-online a total of 25%.

Table 4 Evaluate RPP-Online

Evaluate RPP-Online	Participant	Percentage
Yes	21	75%
Not	7	25%

The results of the answers to the teacher's response to the implementation of monitoring the tasks of students independently can be seen in Table 5. Islamic Elementary School Teacher declare "yes" carrying out monitoring of students in independence of students by 100%.

Table 5 Monitoring student duty independently

Monitoring the duty of students	Participant	Percentage
Yes	28	100%
Not	0	0%

The results of the answers to the teacher's response to the assessment of learning outcomes is done honestly can reach the KKM can be seen in Table 6. Islamic Elementary School Teacher states "Yes" ensuring the assessment of learning outcomes Honestly can reach KKM as much as 96.4%.

Table 6 Monitoring the duties of the assessment of learning outcomes is done honestly can reach KKM

The teacher ensures valuation Student learning outcomes	Participant	Percentage
Yes	27	96,4%
Not	1	3,6%

4. CONCLUSION

Based on the results of the study obtained data that: (a) Islamic Elementary School Teacher Mastering Online Learning Application During the Pandemic Covid-19, (b) Teacher has compiled an RPP-online when the Covid-19 Pandemic, (c) Teacher implemented RPP-online in online learning, (d) The teacher evaluates RPP-online in online learning, (e) teachers carry out monitoring of students' duties independently, (f) Teachers ensure the assessment of learning outcomes Honestly can reach KKM.

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