



Teachers' Efforts to Improve Student Learning Outcomes During Online Learning

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Abstract. This study aims to find out what efforts are being made by teachers to improve student learning outcomes at SDN 1 Sumberejo during online learning, while the method used in this study is a qualitative descriptive method. The teacher's efforts to improve student learning outcomes in the midst of learning carried out during the covid-19 pandemic. In addition, the purpose of this research is to increase the ability of researchers in international standard scientific publications indexed by Scopus.

Keywords: Effort · Teacher · Learning Outcomes · Online

1 Introduction

Learning is the process of an individual striving to achieve new behavioral changes as a whole as a result of his own experiences in interacting with the environment. The learning process also occurs in interactions between teachers and students.. In the process of teaching and learning according to its development, teachers act not only as informants but also as planners and coordinators., and encourage students to learn effectively. The next role is to assess the entire teaching and learning process.

To be able to improve student learning outcomes, it is expected that a teacher plays an active role in educating students such as applying an effective approach so that students understand the material being taught. Therefore, a teacher is expected to be able to guide students to be active in learning, so that students are not only used to receiving lessons but also can develop the knowledge they have learned during class lessons.

Aside from material mastery, a direct factor affecting the efficiency and effectiveness of the teaching and learning process is the teaching methods used by teachers. Majid (2005:6) states that each teacher's ability indicates the quality of the classroom teacher [1]. These competencies are realized in the form of knowledge acquisition and professionalism in exercising the function of a teacher.

With her sudden COVID-19 pandemic, she needs an educational component to sustain her online learning. The current situation urgently requires innovation and adaptation related to the use of available technology to support the learning process [2]. Practice requires educators and students to interact online to transfer knowledge. Online

learning can use platforms in the form of applications, websites, social networks, and learning management systems (LMS) [3]. A variety of these synchronous and asynchronous platforms can be used or leveraged to support different discussion techniques and knowledge transfer facilitated by WhatsApp, Zoom Meeting, Google Meet, Google Classroom, Edmodo, and more.

Studying at home or online during the COVID-19 pandemic is a solution for continuing the rest of the semester. Online learning is defined as a knowledge transfer experience using video, audio, images, text communication, software (Basilia & Kavadze, 2020) and utilizing internet networks [4, 5]. This is knowledge transfer via website forums (Basilia & Kavadze, 2020) and modification of digital technology trends as a hallmark of Industrial Revolution 4.0 to support learning during the COVID-19 pandemic [4]. Technology integration and various innovations are the hallmarks of online learning [6]. Moreover, the most important thing is the willingness of teachers and students to interact online. Infrastructure supporting free online learning with various discussion rooms such as Google Classroom, Whatsapp, Smart Class, Zenius, Quipper, Microsoft [7]. Whatsapp features include his Whatsapp group that can be used to send text messages, images, videos and files in various formats to all members [8]. Google Classroom also enables educators and teachers to develop creative learning.

Face-to-face discussion and knowledge transfer is like a meeting via a variety of free and widely available video conferencing platforms. B. Zoom and Google Meet. The platform allows educators and students to meet and interact virtually using Instant Her messaging features and presentation activities [9]. These various services can be used to support the transfer of knowledge to content-related discussions. This is also done by using all local resources at the country level, such as: B. Educational TV Channels [10]. In Indonesia, TVRI channel television is used to broadcast educational content nationwide. Broadcast content is categorized based on educational level according to the Indonesian curriculum.

The various platforms and resources available can help support the learning process during the COVID-19 pandemic. The learning activities that can be carried out range from discussions, presentations to assignments. This is consistent with research by Firman and Rahayu (2020) that online learning trains independent learning [11]. This requires more learner engagement to reinforce observational learning. This behavior can occur through reading, interpreting discussion contributions, and discussing videos or learning content [12]. This allows students to become accustomed to collecting and managing information related to specific tasks without space and time constraints. Because online learning allows access to information and knowledge from home or anywhere at the convenience of the student.

Online learning requires the role of the educator in assessing effectiveness and adapting to learning needs. This is important for meeting aspects of learning such as knowledge, morality, competence, intelligence, and aesthetic processes [5, 13]. Because the shift to online learning indirectly affects student uptake [14]. Attention to communication between parents and educators is critical to achieving student learning independence during the COVID-19 pandemic.

In this study, researchers want to know the changes made by teachers, especially in the field of teaching during the current pandemic, so that the existing problems and challenges can be identified and then concrete solutions can be given to solve them by providing some kind of training so that it is hoped that in the future the benefits of this research can be obtained. is to provide recommendations to all relevant stakeholders about the importance of a teacher's insight and knowledge about the readiness of a teacher in facing online learning at this time and ready to transform using existing online media so that teaching and learning activities can still run well.

2 Research Methods

The study uses a qualitative descriptive methodology based on initial product development needs. Brogdan and Taylor define qualitative research as research that produces descriptive data in the form of human written or spoken words and observable actions [15]. Researchers used his three data collection techniques: interviews, questionnaires, and documentation. The data analysis of this study considered the qualitative analysis of Miles and Huberman. The phases used to perform data analysis are data cleansing, data presentation, and conclusion and validation (Fig. 1).

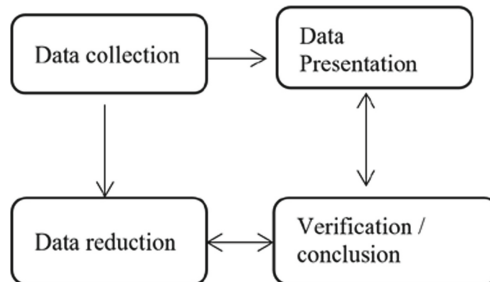


Fig. 1. Interactive analysis of miles and huberman

3 Results and Discussion

In this research activity, researchers conducted interviews and gave questionnaires to teachers to find out what efforts were made by teachers in order to improve student learning outcomes during learning by using online methods.

Questionnaires given to teachers relate to several things including preparing students physically, mentally preparing students, increasing student concentration, increasing student motivation, using various strategies, learning according to learning styles, studying thoroughly and getting used to sharing, it can be seen in the section below.

Based on the data obtained from observations and questionnaires for teachers, the following details are obtained:

- (1) Preparing students physically, all teachers who became respondents stated that they strongly agreed with the activities at the beginning of learning by preparing students physically, 96 teachers and 231 respondents agreed, 18 respondents were hesitant and 52 respondents disagreed. Respondents who agreed argued that physically preparing students before and during teaching and learning activities (KBM) could affect the enthusiasm in the teaching and learning process, this was due to the fact that in the midst of teaching and learning activities students tended to be bored and confused so that it affected their concentration and enthusiasm. Students to learn more about the material being delivered. Meanwhile, those who hesitated and did not agree with this activity had no effect on student learning outcomes (Fig. 2).
- (2) Most of the respondents in this case the teachers strongly agree and carry out activities to prepare students mentally before learning begins by providing an introduction to religion, but there are also those who answer simply by agreeing. There is also data on respondents who strongly agree with 99 respondents, agree 132 respondents, hesitate 9 respondents and disagree 3. The reason for the respondents to carry out activities to prepare students mentally before learning begins is that the presence of students at school that day certainly brings various kinds of problems. Both individually, in families or in communities, all of these problems can certainly

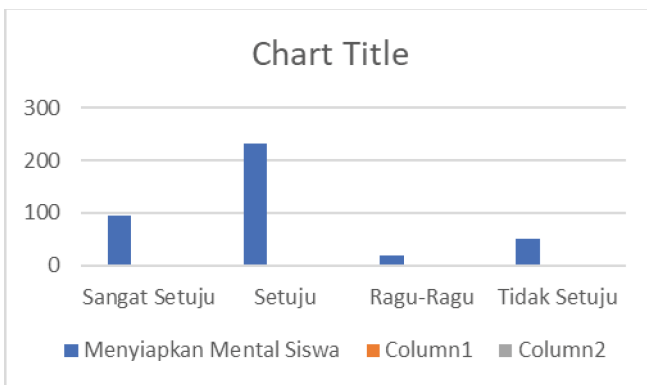


Fig. 2. Preparing students physically

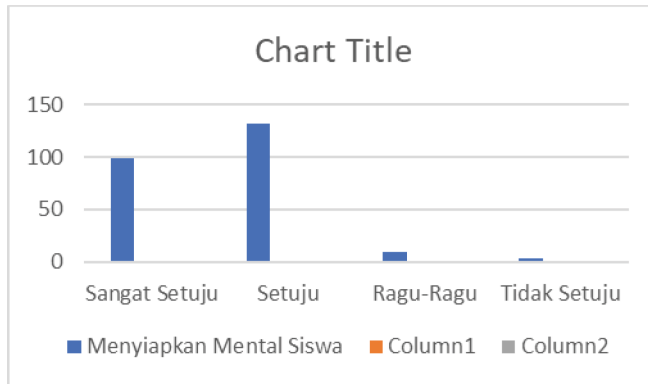


Fig. 3. Preparing Students Mentally

affect the spirit in teaching and learning activities which will also lead to student learning outcomes, therefore, in order to maintain this learning spirit, it is started by preparing a good mentality by presenting various kinds of motivation and motivation. Sentences that have religious nuances so that students are really ready to carry out learning activities (Fig. 3).

- (3) The teachers in this question item, namely increasing the concentration of students, most strongly agree to do this activity before the lesson begins. The number of teachers who answered strongly agree was 89 respondents, agreed 151, hesitated 5 respondents and disagreed 19 respondents. Respondents who agreed with this item stated that activities in order to increase student concentration greatly affect student learning outcomes, there are many activities that can be carried out such as apperception of the material to be delivered and randomly selecting students to convey important things to what has been and is being done. Will be studied and can also provide various questions about the material to be studied and answered openly by students. While the respondents who answered doubtful this was because the person concerned forgot whether he had done this activity or not before the lesson started (Fig. 4).
- (4) In terms of increasing student motivation, the respondents varied in giving answers, some strongly agree and some only agree, while the data on respondents who strongly agree are 114, agree 152 respondents, hesitate 3 respondents and disagree 0. Respondents who answered agreed that they reasoned that they always motivate students before learning takes place by providing various real examples of successful people starting with diligent and diligent study and not forgetting to also give examples of the surrounding community or alumni of the school. or a large family of teachers in that place who have achieved success where success is not only academic but can also come from other fields such as because of their talents. The respondents stated that this external motivation can trigger student success and of course learning outcomes will be high (Fig. 5).

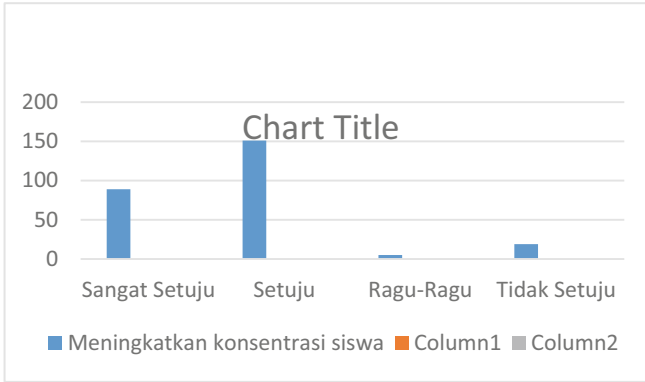


Fig. 4. Increasing student concentration

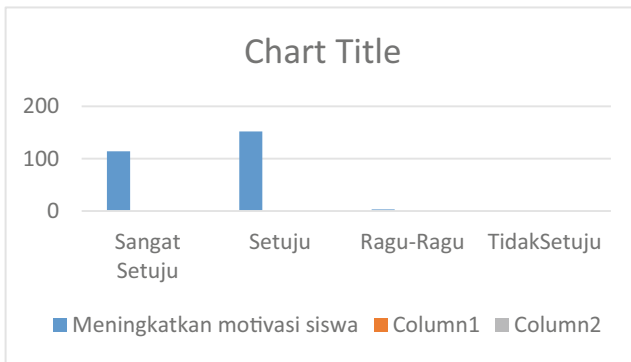


Fig. 5. Increasing student motivation

- (5) In the question item regarding the use of various teaching strategies, the majority of respondents agree and believe that diverse teaching strategies can improve student learning outcomes. This is done considering the diversity of students in the class is quite high judging from their social background and academic ability so that the delivery of material by the teacher must be rich in various kinds of innovations that make the attractiveness and attention of students increase, from the observations of many things or ways that are done by teachers including combining learning using conventional methods, namely lectures with discussion and question and answer methods and the teacher also asks students to role play about the material being studied and learn outside the classroom by bringing students directly to the object being studied. Various strategies used by teachers who become respondents are believed to be able to improve student learning outcomes and can be proven by high learning outcomes. As for the answers of respondents who answered strongly agree a number of 72 respondents, agreed 183 respondents, hesitated 9 respondents and disagreed 1 respondent (Fig. 6).

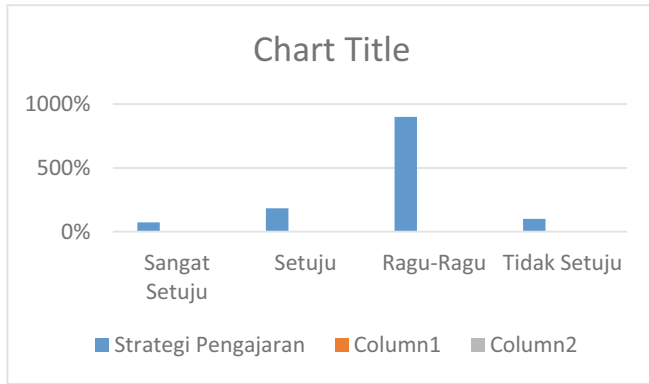


Fig. 6. Using multiple strategies

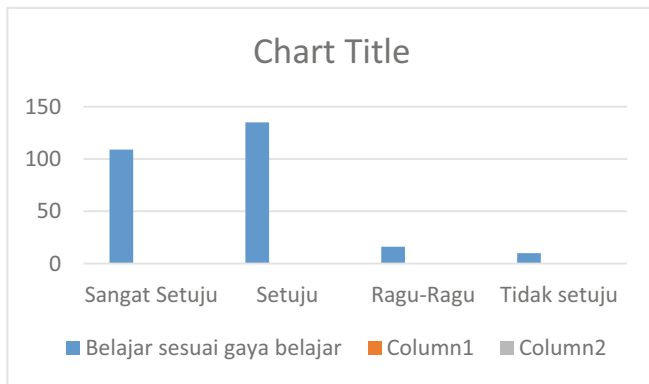


Fig. 7. Respondent data for learning questions according to learning style

- (6) In terms of the learning items according to the learning styles of the respondents varied, they gave the answers, some strongly agreed and some only agreed and some were hesitant, while the data on respondents who strongly agreed were 109 respondents, agreed 54 respondents, doubted -doubt 16 respondents and disagree 10 respondents. Among the respondents who answered agreed, they reasoned that they always adjust students' learning styles to the learning methods and models that will be used. This is based on the fact that each student has his or her own characteristics in learning, some are kinesthetic or auditory so that the students' learning spirit is well maintained and of course. Learning outcomes will be good and increase (Fig. 7).
- (7) In terms of learning as a whole, the respondents varied in giving answers, some strongly agreed and some only agreed, while the data on respondents who strongly agreed were 9 respondents while those who answered only agreed were 54 respondents and those who answered doubtfully 31 respondents while which answered

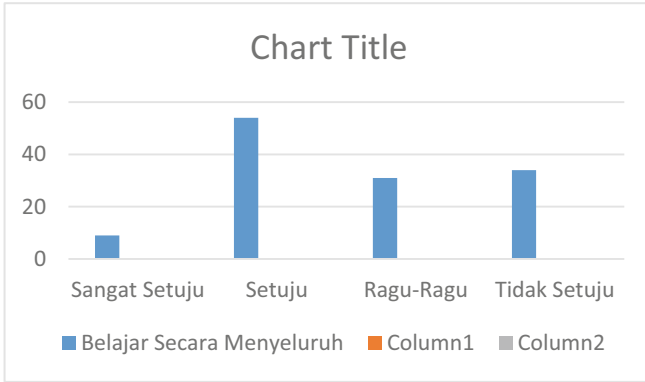


Fig. 8. Studying Comprehensively

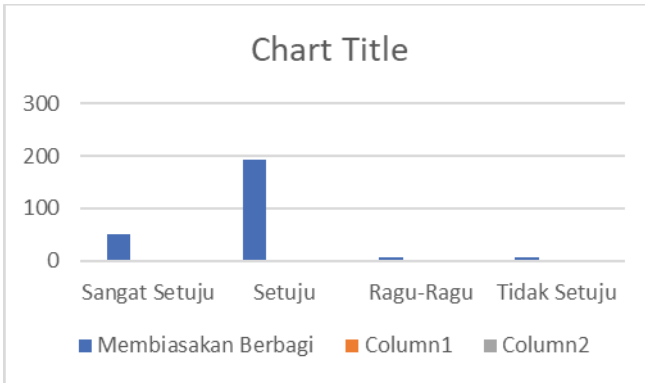


Fig. 9. Get used to sharing

disagree 34 respondents. Among the respondents who answered agreed, they reasoned that the material presented to students during online learning could be completed thoroughly by using various techniques and approaches so that it could be conveyed properly. Meanwhile, respondents who answered doubtful and disagreed because online learning was less effective considering the limited time and network constraints so that the learning materials could not be completed thoroughly (Fig. 8).

- (8) For the aspect of the question of getting used to sharing, the respondents varied in their answers, while the data on respondents who strongly agreed were 51 respondents while those who answered only agreed were 194 respondents and those who answered doubtful were 7 respondents while those who answered disagreed were 6 respondents. Among the respondents who answered agreed, they reasoned that teachers during online learning familiarize students with sharing knowledge with their friends because it is believed that sharing knowledge with friends can improve student learning outcomes because classmates are like peer tutors (Fig. 9).

4 Conclusion

The results of this study reveal that there are several efforts made by teachers in improving student learning outcomes during online learning, including: (1). Preparing students physically, mentally preparing students, increasing student concentration, increasing student motivation, using various strategies, learning according to learning styles, studying thoroughly and getting students used to sharing knowledge.

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