

Building Students' Learning Experience in Online Learning During Pandemic

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Info Artikel

Abstract

Keywords:

Online learning;
Learning experience;
Learning strategy

The practice of online learning during a pandemic is ideally able to provide independent learning for students. However, what happens is the loss of a meaningful learning experience. The research aims to describe the implementation of online learning in Banjarmasin and examine the selection of appropriate learning strategies in providing learning experiences for students. The data were sourced from structured interviews of as many as 15 students and five social studies teachers from 3 junior high schools. Structured interview data from the google form were tabulated, described, and analyzed by the social studies teacher in-depth interview through the restatement, description, and interpretation stages. The study results describe that choosing the right learning strategy has helped provide a learning experience for students during the pandemic. The learning strategy that can do is visiting teachers. Teacher visits are carried out with a clear schedule of regular attendance. In addition, teachers can take advantage of several platforms such as; zoom, google classroom, the personal messenger as learning media.

Abstrak

Kata kunci:

Pembelajaran online;
Pengalaman belajar;
Strategi pembelajaran

Praktik pembelajaran online di masa pandemi idealnya mampu memberikan kemandirian belajar bagi peserta didik. Namun, faktual yang terjadi adalah hilangnya pengalaman belajar yang bermakna. Penelitian ini bertujuan untuk menguraikan implementasi pembelajaran online di Banjarmasin, dan menelaah pemilihan strategi pembelajaran yang tepat dalam memberikan pengalaman belajar bagi peserta didik. Data penelitian ini bersumber dari hasil wawancara terstruktur sebanyak 15 orang peserta didik, serta 5 orang guru mata pelajaran IPS dari 3 Sekolah Menengah Pertama. Data wawancara terstruktur dari *google form* ditabulasi dan dideskripsikan, data wawancara mendalam guru IPS dianalisis melalui tahapan *restatement*, *description*, dan *interpretation*. Hasil penelitian menguraikan bahwa pemilihan strategi pembelajaran yang tepat membantu telah memberikan pengalaman belajar bagi peserta didik selama pandemi. Adapun strategi pembelajaran yang dapat dilakukan adalah "guru kunjung". Guru kunjung dilaksanakan dengan kejelasan jadwal kehadiran secara berkala. Di samping itu, guru dapat memanfaatkan beberapa platform seperti; zoom, google classroom, hingga

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pesan pribadi sebagai media pembelajaran. Pada praktiknya, guru dapat menyiapkan beberapa video pembelajaran yang relevan sebagai inovasi sumber belajar.

INTRODUCTION

Optimization of technology in learning continues to be driven in several countries, including Indonesia (Antoni, 2018; Lian, 2019; Sardiyannah, 2016). Technology is considered a threat because the current generation (generation Z) is very dependent on gadgets for social media besides the "fever" online games that know no time (Turner, 2015). Technology as a threat is increasingly accurate when there is no good regulation from the government to search and disseminate various information vulnerable to misuse and dissemination of information whose contents cannot be accounted for (Hastini et al., 2020). Since the Covid-19 pandemic, technology has become a solution in learning (Afriansyah, 2020; Hidayat & Noeraida, 2020; Jamaluddin et al., 2020). Technology provides ample space for students and teachers in learning practices. Online learning, utilizing various platforms such as zoom meetings, google classroom, Edmodo, quizzes, and e-learning, during the Covid-19 pandemic makes learning not limited to space and time. Technology has become a solution to learning for students and teachers during a pandemic when government policies have to study and work from home to reduce the spread of Covid-19.

Online learning during the pandemic does not entirely provide learning comfort for students as a meaningful learning experience. Restrictions on the space of students in online learning impact decreasing meaningfulness in their learning experiences, both in interacting with learning resources experiencing significant obstacles and obstacles in interacting with the broader environment, namely with fellow friends and with fellow friends with teachers. Students are no longer able to interact and discuss with their friends in completing school assignments. Communication with teachers also experienced obstacles due to online learning methods. These conditions require teachers to find new learning strategies so that students can continue to enjoy learning. Lase (2015), namely learning that is fun and meaningful (meaningful), the goals and learning outcomes can be achieved as expected. Online learning requires teachers to change learning strategies to create a fun learning experience for students during a pandemic.

The tendency of studies related to online learning does not see changes related to mental changes of students in learning as changes in their learning experiences, both changes in interacting with learning resources and interactions with fellow students and teachers. There are at least four dominant aspects of studies on online learning that are the focus of researchers. First, a study of the relationship between pandemics and learning identifies patterns of difficulties and limitations experienced by students and families in learning (Fatoni et al., 2020; Katz et al., 2021; Wan Hassan et al., 2020). Second, a study evaluates educational performance during a pandemic, including student achievement in learning (Ketmuni, 2021; Ramadhan et al., 2021). Third, studies that measure the performance of education and educational institutions during the pandemic (Purwanto, 2020; Rokhani, 2020; Russamsi et al., 2020). Fourth, a study that tries to look at the mental health conditions of students during a pandemic (Aamir & Winkel, 2021). The trend of existing studies highlights learning as an aspect related to limited facilities and infrastructure, learning outcomes, and mental health that ignores students' learning experience as the main study.

This paper is intended to complement the shortcomings of previous studies on the relationship between online learning and student learning experiences that describe how students learn and deal with the changes that occur. In line with that, It will answer three questions in this study: (a) how is the condition of online learning infrastructure during the pandemic. (b) How to increase students' motivation in online learning during the pandemic. (c) How are online learning strategies through meaningful student learning experiences? These three questions will explain that online learning through new learning experiences for students requires new strategies by schools and teachers to achieve learning objectives.