

# 2022 The Implementation of Online Learning Management Models During the Covid 19 Pandemic

*by shimerize turni*

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# The Implementation of Online Learning Management Models During the Covid-19 Pandemic

Muhammad Herliadi<sup>1</sup>, Ahmad Suriansyah<sup>2</sup>, Sulistiyana<sup>3</sup>

<sup>1,2,3</sup>Master of Education Administration, Universitas Lambung Mangkurat, Banjarmasin 70123, Indonesia

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**ABSTRACT:** This study tried to outline how the online learning management concept was put into practice during the Covid-19 pandemic. This study used a phenomenological method and is qualitative. Two elementary schools in the Balangan District with a accreditation served as the study's location. The school principals and teachers that were identified through purposive sampling served as key informants. The data collection techniques were done through interviews, observation and documentation. The data validity was carried out by data triangulation by means of technical triangulation and peer briefing triangulation. The data analysis used interactive analysis of the Huberman model which consisted of data collection, data display, data reduction and verification/conclusion. The results of the study showed that the implementation of the online learning management model during the Covid-19 pandemic was carried out through online learning planning including planned aspects, selection of media and applications used, organizing online learning through balanced lesson scheduling and collaboration between teachers and parents of students, implementation of learning including absence methods, procedures for implementing learning, learning methods and learning time allocation, and learning evaluation includes evaluation methods, evaluation time, standard values and corrective actions.

**KEYWORDS:** implementation, management, online learning

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## I. INTRODUCTION

Learning is a teaching and learning process, in which teaching is frequently referred to as the teacher providing the knowledge, attitudes, and abilities as the material, while learning is the students receiving the information. As long as a person is alive, they will continually engage in the process of learning. This entails demonstrating that learning is not constrained by space, time, or age. In a learning environment, interaction between students, teachers, and learning resources constitutes the process of learning. Learning is the support that teachers give pupils so that they can acquire knowledge and knowledge, master skills and character, and develop attitudes and beliefs. In other words, learning is a process to help students learn well. The learning process can also be interpreted as a series of interactions between students and teachers in order to achieve its goals, or learning is a process of teaching students (Daryanto & Rachmawati, 2015).

The learning process can be done anywhere and anytime, not only in the classroom but outside the classroom and even at home learning activities can continue. Utilization of information technology can also assist in the learning process, teachers can utilize this information technology to carry out an online learning process or learning that is carried out without face-to-face meetings. Up to this point, teachers have only focused on conventional learning methods, namely face-to-face learning methods in class.

Based on the results of the interviews, the main factors that greatly influence the online learning process are the strength of the internet network and its supporting factors, namely communication devices such as mobile phones that have advanced features, computers or laptops. According to the findings of the interviews, online learning could not be done effectively because the teacher could not directly observe students' activities while they were learning. It is also because the subject matter was only delivered through the WA Group which contained parents of students, and specifically for low grades, the teacher typically only gave instructions for reading a specific page before assigning homework. The teaching and learning process is hampered by obstacles to online learning, such as unstable networks. The online learning process does not function at its best due to the poor quality of the internet network. As a result, some students struggle to comprehend the material covered. This online learning process also makes it difficult for teachers to measure the extent to which students understand the material provided.

Batu Piring Public Elementary School was chosen as the research setting because it is an outstanding school whose students' National Examination scores are in the top 5, to be precise, ranked 5th in Balangan Regency for the 2020/2021 academic year with an average score achieved by the school is 86.5 with details of the average score average for each subject, namely: Islamic Religious Education 83.6, Civics 81.9, Indonesian Language 85.5, Mathematics 75.9, Natural Science 79.9, Social Sciences 82, Cultural Art and Skills,

83.7, Physical Education 86.8, Qur'an Education 83.2, English 89.7 and Environmental Education 86.9.

The setting was chosen as the research setting because it is an excellent school, the top and favorite school because it has the most complete facilities and infrastructure compared to other primary schools. From the aspect of the set of values, especially the National Examination Scores for the 2020/2021 academic year, this school has succeeded in being ranked first among other elementary schools. Thus, this study aims to describe the implementation of the online learning management model during the Covid-19 pandemic. Online learning was only implemented after the existence of a government policy prohibiting face-to-face learning. This was done to prevent the spread of the Covid-19 virus.

## II. METHOD

This research utilized a qualitative research method with a phenomenological approach. The type of this research is a multi-site study at Batu Piring Elementary School and Paringin Selatan 1 Public Elementary School. The data collection techniques were done through interviews, observation and documentation. Data triangulation was used to check the veracity of the data by means of technical triangulation and source triangulation. The school principals and the teachers were identified by using Snowball throwing and purposive sampling are key informants. This study focuses on three main areas: (1) managing online learning scheduling, ( 2) coordinating parent and teacher participation, and (3) implementing online learning methods. It also considers (1) planning online learning, (2) choosing media, and (3) supporting apps. Data gathering, data display, data condensation, and verification/conclusion were all parts of the Huberman model's interactive analysis.

## III. RESEARCH RESULTS AND DISCUSSION

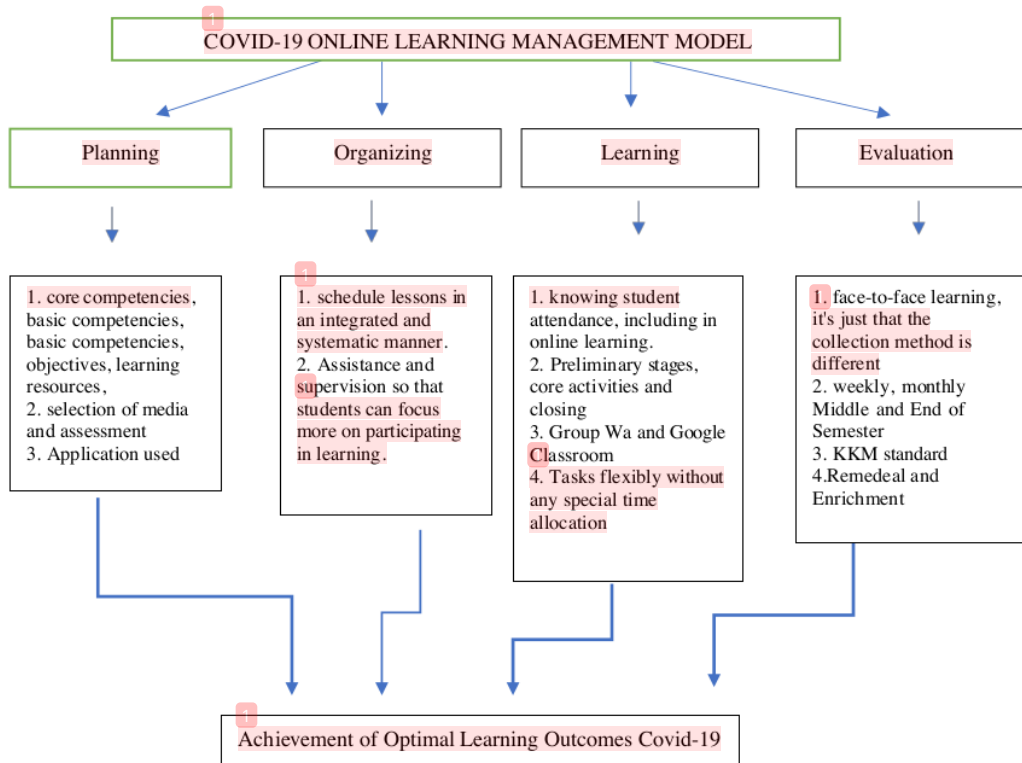
Based on the results of the data analysis in this study, the results are explained as follows.

The first focus is planning for online learning during the Covid-19 pandemic. Online learning planning includes the aspects of core competencies, basic competencies, objectives, learning resources, media and assessments as well as follow-up activities or reflections contained in the 2013 curriculum special lesson plans during the Covid-19 pandemic. The selection of media in online learning is based on the material provided will be delivered. Generally, the media used are audio, visual, and video. Meanwhile, the applications used in online learning are WhatsApp, Google Classroom, Zoom, Google Form, and Quizziz.

The second focus is organizing the online learning during the Covid-19 pandemic. Online learning can run effectively if it is arranged in such a way, namely by scheduling lessons in an integrated and systematic manner. Online learning requires collaboration between teachers and parents of students in the form of assistance and supervision so that students can focus more on participating in learning. The third focus is actuating online learning during the Covid-19 pandemic. Attendance in online learning is the first thing that must be done to determine student attendance, including in online learning. Online learning is carried out through three stages, namely introduction, core activities and closing. The method of organizing online learning begins with the formation of WhatsApp Group and Google Classroom according to each class which are used as a place for organizing learning like a class. Online learning is held flexibly without any special time allocation. Then, there is the time limits apply only to assignment submissions.

The last focus is evaluating the online learning during the Covid-19 pandemic. Basically, the evaluation in online learning is carried out the same as face-to-face learning. It is just the collection method that is different. The time for conducting online learning evaluations is carried out routinely. Sub-theme evaluations are held once a week, theme evaluations are held once a month, mid- term semester assessments are held every mid-semester and finalterm semester assessments are held at the end of each semester. The standard values in online learning are based on minimum completeness referring to Document 1 of the 2013 School Curriculum Development Team during the Covid-19 Pandemic. The correction activities in online learning are carried out through enrichment and remedial.

Based on the findings above, the model for implementing the Online Learning Management Model during the Covid19 Pandemic is described in Figure 1.



**Figure 1. Online Learning Management Model Flow**

A description of the findings at Site 1 and Site 2 regarding the implementation of the online learning management model during the Covid-19 Pandemic Period can be seen in the following research findings:

#### **A. Online Learning Planning During the Covid-19 Pandemic**

One of the management responsibilities that was outlined in detail at the start of the job is planning. It involves choosing models for managers to follow when making decisions to ensure coordination. A lot of choices are made in a short amount of time and lead to the desired outcomes (Massie, 2016). If the learning process is founded on a defined learning plan and conducive learning environments, success will be attained (Astuty & Suharto, 2021). Changing face-to-face learning strategies online requires the readiness of all academic cavities so that educational goals are achieved effectively and efficiently (Swasti, 2020).

Online learning during the Covid-19 pandemic at Batu Piring Public Elementary School and Paringin Selatan 1 Public Elementary School also carried out planning. The planning stage is realized by making a learning plan realized in the form of a Lesson Plan of online learning because the rules have been set by the school and the Balangan District Education Office. The online lesson plan was used during the online learning session. The lesson plan used during regular learning is different from the brief online lesson plan. It includes the following: 1) Basic Competence, 2) Learning Objectives to help students grasp the subject being taught in a critical and creative way, 3) Learning resources and media Learning videos, electronic books Sources include packaged books, online resources, and others, 4)

Learning Steps. First, the teacher greets the students. The second, the teacher gives material. Third, the teacher gives exercises to students through photos. Fourth, the teacher gives students the opportunity to ask if there are difficulties. Fifth, the teacher closes learning by informing the material will be taught next week and motivates students to keep learning enthusiastic. 5) Assessment techniques is done through assessment, sub-theme tests and theme tests, midterm test and final-term test. The conventional learning patterns in tertiary institutions have changed to learning based on the global disaster of the covid-19 outbreak (Herlina, 2020).

This finding is in accordance with the research study conducted by Noor et al. (2022) stating that learning planning includes activities to be carried out by teachers and students, use of methods, learning resources, infrastructure and media used. This is also in line with the research study by Sri Rumanti, Aslamiah (2022), which states that the

determination of learning media to be used is included in the lesson planning aspect, the determination of which takes into account the material or subject matter to be taught.

The lesson plan is a teacher's guide in teaching in the classroom. In principle, the lesson plan will then only be that one sheet, which is a regulation from the Minister of Education and Culture, Nadiem Makarim. This can indeed be said to provide convenience for

teachers to carry out the implementation of learning. Administratively it can be simpler and simpler. The problem is how the teacher is able to manage the class using the lesson plan, so that it can be maximized. Even though they use the one sheet RPP, they are able to convey or develop their knowledge to students. From the results of the observations and interviews, the researchers conducted during the online learning process, the implementation planning and evaluation stages where initially the teacher formed an online group through one of the communication media, namely WhatsApp for learning.

Planning activities can also be carried out by providing an understanding of the curriculum, seeing the developmental needs of students, considering the surrounding environment, and creating long-term and short-term learning programs. In order to support all activities and work toward a goal effectively and efficiently, a plan is a step in the process of building and employing human resources in an integrated manner. Planning can be seen as an effort to gather learning resources, the use of media in learning, the use of an approach or method in the learning process, and assessment of learning outcomes of a time allocation will be carried out for a predetermined period so that the desired thing is realized by determining planning the learning process has a syllabus, planning the implementation of learning contains at least learning objectives.

The results of this study are in line with the opinion of Handoko (2019) stating that in terms of planning there are four basic stages that must be carried out, namely: 1). Set a goal or set of goals, 2). Formulate the current state, 3). Identify all the facilities and obstacles, and 4). Develop a plan or series of activities to realize the goal.

The results of this study corroborates the research results of Wasito (2021) stating that online lesson plans are learning implementation plans carried out online. Teachers still have to make online lesson plans as a teaching and learning process carried out remotely or online with students at home. It is crucial for teachers to develop their online lesson planning skills in order to maintain the standards of learning.

The study's findings obliquely suggest that the success of online learning cannot be divorced from instructors' professional competency, one of which can be seen in their capacity to create lesson plans, which also affects their productivity in putting online learning into practice. According to study (Darsana et al., 2014; Martini et.al., 2022; Rayantini, 2017), a teacher's professional competency affects their productivity and performance when carrying out their obligations, which include teaching, including online learning.

#### **B. Organizing the Learning During the Covid-19 Pandemic**

Organizing can be defined simply, namely the entire process of grouping people, tools, tasks, as well as authorities and responsibilities so that an organization can be driven as a strong unit with unanimous determination in order to achieve goals that have been previously determined (Siagian, 2018). The formation of organizing is a tool used by several people to achieve a goal that has been determined together in the form of an organization. Thus, the organization is defined as any form of alliance between two or more people working together to achieve common goals.

The organizing stage with regard to the implementation of the online learning management model at Batu Piring Elementary School and Paringin Selatan 1 Public Elementary School Public Elementary School begins with the stages of preparing lesson schedules in both schools made by officers specially appointed by the school to prepare lesson schedules. Lesson schedules are arranged without involving the teacher and the teacher only accepts the completed online lesson schedule. In addition to preparing lesson schedules, organizing online learning is also seen from the aspect of cooperation between teachers and parents of students. The results of the interviews show that cooperation between teachers and parents of students is an important requirement for determining the success of online learning because teachers in online learning cannot directly supervise and see activities when students are taking online lessons or while completing assignments from the teacher. This is where the role of parents is needed as a companion as well as a supervisor for children when participating in online learning so that children stay focused when learning takes place and can complete assignments given independently.

The results of this study are supported by previous research studies stating that interactions between teachers, parents, and students go well through WhatsApp chat conversations discussing how children do their assignments. Online learning is carried out well by teachers, parents and students. Therefore, students can also develop their knowledge and skills while at home. The teacher also monitors the process and results of student work with the assistance of parents, and gets satisfactory results (Iqbala & Sumarnib, 2020).

The findings of this study are also in line with the research conducted which states that cooperation between teachers and parents of students plays an important role in determining the effectiveness of learning during Covid-19. The form of cooperation between parents and teachers during online learning is in the form of assistance and supervision for students, both when participating in online learning as well as during independent study and doing assignments (Weinaedy Ngoei, 2022).

The organizing function in the learning process is desirable in determining the tasks, authorities, fields of study, and

responsibilities each must be in accordance with his expertise in accordance with the knowledge he has. With the clarity of these tasks and responsibilities, it is hoped that each element and component will be able to direct themselves in a better direction in terms of the learning process and improving the quality of learning that has been targeted to be achieved in accordance with what was previously planned.



Organizing a lesson must include the following: a) Providing facilities, equipment and personnel needed in the preparation of a more efficient framework for carrying out plans through the process of determining the implementation of learning. b) Grouping several learning components in a regular and planned school structure. c) Establish an authority structure and learning coordination mechanism. d) Formulate and define learning methods and procedures. e) Organizing learning is expected to be able to provide a broad picture that learning and teaching activities have clear directions and responsibilities (Wahidmuni, 2020).

If the meaning is seen from a component related to learning in school institutions, then it can provide a clear picture that the position of the principal is to provide learning facilities and completeness. However, the position of a teacher is to determine and design learning by organizing time allocation, curriculum design, media and completeness of learning, and others related to the successful implementation of learning activities. Then, it is clear that the position of students as students in charge of participating in learning activities both in class and studying at home, is monitored and coordinated by teachers and also parents of students. Organizing in learning is to maximize the achievement of learning materials and materials in learning as previously planned (Wahidmuni, 2020).

### **C. Actuating Online Learning During the Covid-19 Pandemic**

Implementation is an effort to motivate someone to want to carry it out, staffing places someone in a job so they want to do actions so they are responsible and leading, namely providing guidance and direction to someone so they want to do certain jobs (Ramayulis, 2016). From the understanding of the implementation described above, it can be understood that the implementation is one of a series of the whole process of influencing, encouraging, inviting, or guiding others in the work process in accordance with the rules to achieve the planned goals.

This study aims to analyze the management of offline and online learning in achieving basic competencies. These two learning systems have similarities and differences and strengths and weaknesses in both the learning process and the effectiveness that will be achieved, of course this also leads to the achievement of basic competencies that are formulated in the curriculum (Solong, 2021). Online learning for now can be a solution for distance learning when natural disasters or situations such as social distancing occur. The activity of applying online learning to teaching and learning activities in face-to-face contexts was temporarily stopped, and replaced with an online learning system that prioritizes interaction and providing information to make it easier for students to improve the quality of learning (Syarifudin et al., 2022).

The stages of the implementation of learning at Batu Piring Public Elementary School and Paringin Selatan 1 Public Elementary School during the Covid-19 pandemic were carried out online. In online learning, teaching materials or materials are delivered via YouTube video media, the link is distributed via the WhatsApp group. The media is used by the teacher, namely the media is taken from YouTube, so the teacher does not make learning media. The learning model is the provision of material and assignments. Assignments are collected during offline learning at the school office for the subject teacher concerned. The allocation of online learning time is flexible, there is no standard time during learning. Inevitably, the work of every learning leader is called the principal and the teacher as the executor of learning at school (Gemnafle & Batlolona, 2021).

This study aims to identify the effectiveness of student interaction in learning Information Management and EAdministration courses using the flipped classroom method Ishak et al. (2019). The results of this study are supported by previous research that applications are used in online learning including Google Forms, YouTube, Zoom, and WhatsApp (Hamdani & Priatna, 2020; Iqbala & Sumarnib, 2020). The results of this study reveal that online learning cannot be separated from the use of Information and Communication Technology, as supporting previous research by Suriansyah (2015) stating that IT-based education is an educational system where the teaching-learning process takes place by utilizing information technology. In this system the interaction between teachers (teachers) and students does not have to meet physically face to face as in conventional education systems, they meet in the information technology space (internet) by utilizing a medium.

The availability of online learning media at Batu Balap Public Elementary School and Paringin Selatan 1 Public Elementary School is sufficient to support the implementation of online learning. It can be seen that all teachers already have cellphones and laptops that make it easier for teachers to deliver material during online learning. While students mostly use their parents' mobile phones and only a few have personal cellphones. The teacher also reminded the students that they had not submitted their assignments through their parents in the WhatsApp group. In this way, parents can ask their children to immediately do their job properly. Sometimes the collection of assignments is also done directly at school.

### **D. Evaluation of the Online Learning During the Covid-19 Pandemic**

At the evaluation stage between Batu Balap Public Elementary School and Paringin Selatan 1 Public Elementary School, each school applied a similar online learning evaluation method, namely through a written test in the form of multiple

choice questions. Multiple choice questions were chosen because they were considered the most effective for assessing students' cognitive abilities could be operationalized to assess large numbers of students quickly, made it easy for students to answer questions and made it easy for teachers to analyze them. Generally, evaluations were carried out once a week for sub-theme evaluations and once a month for theme evaluations. Meanwhile, the standard value that must be achieved refers to Minimum Completeness as stated in Document 1 of the 2013 School Curriculum Development Team during the Covid-19 Pandemic. Learning completeness for each indicator is developed as an achievement of learning outcomes from a basic competency ranging from 0% to 100%. The ideal learning

completeness for each indicator is 65%. Schools must determine the minimum learning completeness by considering the average ability level of students and the ability of supporting resources in organizing learning. Schools gradually and continuously always strive to increase learning mastery to achieve ideal learning mastery. Mastery learning for each subject is adjusted to the complexity, essential intake of students, and infrastructure suggestions. Alkarani & Ahmad Suriansyah (2022) stated that the focus of student development is on students' interests, talents, abilities and achievements.

The results of this study are supported by the previous research by stating that during the Covid-19 pandemic that the teacher only assessed the portfolio of assignments given because learning was carried out online by sending learning videos to the WhatsApp group, so teachers could not immediately find out their abilities. students in understanding the material being taught (Ubando et al., 2021).

In accordance with Permendikbud Number 23 of 2016 Educational assessment as a process of collecting and processing information to measure the achievement of student learning outcomes includes: authentic assessment, selfassessment, portfolio-based assessment, tests, daily tests, mid-term tests, final-term tests, competency level exams, competency level quality exams, national exams, and school exams.

Batu Piring Public Elementary School and Paringin Selatan 1 Public Elementary School have conducted an online learning evaluation aimed at measuring the learning process so far that has been ongoing. Although there are some obstacles. However, Batu Piring Public Elementary School and South Paringin 1 Public Elementary School are trying their best to keep the online learning process running perfectly. The obstacles found were a decrease in students' understanding of the material given by the teacher and also the difficulty for teachers to control student behavior when learning was in progress. Besides that, when the online learning process takes place there are internet network disturbances resulting in students not being able to take part in the learning process to the fullest according to (Supiansyah & Ahmad Suriansyah, 2022).

This is in accordance with a research journal conducted by Syahmina et al. (2020) stated that the inhibiting factors for learning from home are internet networks, student absences online, students' economic conditions, and gadget or laptop ownership. The supporting factors are technology, learning places according to the Covid-19 health protocol, learning resources, adequate learning media, online learning implementation plans designed by teachers, students' enthusiastic attitude in studying, and adequate infrastructure. The conclusion is that the implementation of learning from home is running effectively in accordance with government regulations through Circular Letter No. 15 of 2020 (Syahmina et al., 2020).

Based on the statement above, it explains that the implementation of online learning is actually ineffective because it cannot achieve the maximum core competence and basic competence. The learning that is not guided by core competence and basic competence will not produce learning targets according to core competence and basic competence. This has also been conveyed by the Indonesian Minister of Education Nadim Makarim about the absence of core competence and basic competence targets in online learning. In general, in learning there are core competence and basic competence targets to support student learning outcomes, but with the Covid19 pandemic requiring students to study from home. Online learning is not burdened with core competence and basic competence targets. Online learning causes teachers and students not to be able to meet face to face so they cannot know directly whether students understand the material correctly or not.

This stage aims to determine the success of the instructional step. The activity steps that will be realized in this section are by asking questions to students in the class or to students about all matters related to the core material that has been reviewed at the instructional stage, if the questions raised cannot be answered by students less than 70%, then an educator should repeat the related material. As an effort to enrich students' knowledge regarding lessons learned, an educator needs to require assignments in the form of homework and end the learning process, then convey the content of the subject matter the next day (Sudjana, 2016).

#### **IV. CONCLUSION**

In conclusion, this present study presents the following conclusions: 1). Online learning planning includes planning aspects, selecting media and applications used, 2) organizing online learning is carried out through balanced lesson scheduling and collaboration between teachers and parents of students, 3) Learning implementation includes four aspects, namely: absence method, procedures for organizing learning, learning methods and learning time allocation, and 4) Evaluation of learning from includes evaluation methods, evaluation time, standard values and corrective actions.

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