Analysis Of Online Teaching Atthe Time of The Pandemic at Mi Miftahul Ulum Tongas

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Abstract

This study aims to analyze how the learning process during the COVID-19 pandemic is carried out on the network (Daring), and also review the factors in the learning process at MI (Madrasah Ibtidaiyah) Miftahul Ulum Tongas. This research was held in October 2020. The Researcher used qualitative research with phenomenological design. Questionnaires and interviews were used in collecting the data. The subjects used in the study were several teachers at MI Miftahul Ulum Tongas.

The results of this study showed that learning at MI Miftahul Ulum using WhatsApp group application and google form. Offline learning is also applied while adhering to health protocols. The supporting factors of online learning at MI Miftahul Ulum Togas are gadgets, laptops, internet quotas, and books. While the inhibiting factors of online learning were: teachers can not explain maximally, motivation of learners, and economic factors.

Introduction

In every life, humans are required to process both physical and non-physical. In the process, humans need formal and non-formal procedures and learning, so that life runs following the existing community order. Learning that includes physical and non-physical is school. School is one of the reflections of education in Indonesia. One of the activities in the learning process. Learning is a mental and psychic activity that takes place in active interaction with the environment and results in changes in knowledge and understanding, appearance values, and attitudes (Husamah, 2016). In essence, learning will shape how the learning process and product knowledge. The learning process is the association of various elements that have a relationship to get the maximum results according to the planned goals (Pane, A., & Dasopang, 2017) In these activities required materials and learning activity plans to support the learning process. The material, plan, and content is written about learning is called a Lesson plan (RPP).

The lesson plan is a guideline for learning activities in the learning process (Sahra & Subekti, 2016). RPP contains an activity carried out at the time of teaching and learning from the beginning until finish, including a learning model used. As well as the group investigation learning model (Anggraeni, D. T., & Wulandari, 2020) or numbers head together (Nurahmawati, 2020) is still considered able to improve learning outcomes in offline learning. Teachers are educated human beings who are prepared to float education in Indonesia. Kusnandar stated that teachers are the leading pioneers in the implementation of education in Indonesia. Teachers have important tasks for learners both mentally, emotionally, psychically, and non-psychically. It takes a teacher figure who has the high ability, skills, and devotion in carrying out his duties so that learning will be more effective and fun (Alawiyah., 2013). However, starting in March 2020 the learning process in Indonesia has undergone significant changes. Related to the time, learning

process, and many others. This is because of an outbreak that appeared in Indonesia and even the world. The outbreak is coronavirus disease which is often called COVID-19. COVID-19 first appeared in Wuhan, China in late 2019.

Transmission of the COVID-19 outbreak is very fast and it is difficult to recognize the characteristics of people who have contracted this virus. Currently, the Ministry of Health of the Republic of Indonesia determined that COVID-19 has become a pandemic, which means that there is an increase in cases of the disease which is quite fast and there has been a spread between countries (Aswani, 2020). The impact of COVID-19 is felt by almost all countries. Many sectors have been affected by the outbreak, not least in the education sector. As a result of this pandemic, the Minister of Education and Culture of the Republic of Indonesia through Circular Letter Number 4 in 2020 decided that the teaching and learning process must be carried out from their respective homes or often called Learning From Home (LFH) (Minister of Education and Culture of the Republic of Indonesia, 2020). Probolinggo Regency also includes areas that require learners at all levels of education units should learn from home. This is because until August 2020 based on statistical data taken from the probolinggo regency http://infocovid19.jatimprov.go.id/ page is in the orange zone (COVID-19 JATIM Task Force Team, 2020). Following the Joint Decree (SKB) of 4 Ministers on Guidance on The Implementation of Learning in the Academic Year 2020/2021 and Academic Year 2020/2021 in the Corona Virus Disease Pandemic Period 2019 (COVID-19), that education units located in the orange zone area must carry out LFH activities.

According to SE Number 4 of 2020, LFH through online learning is carried out to provide a meaningful learning experience for learners, without being burdened with the demands of completing all curriculum achievements for the class increase and graduation (Minister of Education and Culture of The Republic of Indonesia., 2020) Online learning is more focused on the accuracy and foresight of learners in receiving and processing information provided online (Riyana, 2019). The concept of online learning has the same concept as e-learning. Research conducted by Fatmadewi in 2020 shows that during the COVID19 pandemic the application of online learning in elementary school can be conveyed well if there is a cooperation between teachers, learners, and parents (Dewi, 2020). Online home learning makes learners more independent and creative, and online learning is a form of success in creating social distancing and minimizing crowds that are considered to have a major effect on the spread of COVID-19 (Handarini, 2020). In addition to what has been described above, the running of online learning reaps many advantages and disadvantages. In terms of the advantages of online learning provides flexibility of place and time (Yuangga, D. K., & Sunarsi, 2020) creating a new learning atmosphere (Sari, 2015), saving transport money, learners can learn according to their respective learning styles, time to gather with more family, learners are more responsible, creative, and independent (Ramanta, D., & Widayanti, 2020).

The disadvantage of online learning systems is that is difficult to find the focal point of the student because the situation and condition of the house are less supportive for the online learning process (Sari, 2015). Not only that, online learning causes a lack of interaction between educators and learners and between learners (Yuangga, D. K., & Sunarsi, 2020), giving more tasks, depending on internet connection, more wasteful internet quota (Ramanta, D., & Widayanti, 2020) and more difficult in understanding the material

(Jamil, S. H., & Aprilisanda, 2020), Sourced from the problems that have been explained, researchers are encouraged to provide an overview of online learning during the COVID-19 pandemic and provide an overview of supporting factors as well as factors that become obstacles to teachers in the online learning process in the COVID-19 pandemic at MI Miftahul Ulum Tongas.

Method

The research method used is qualitative with phenomenological design. Phenomenology was chosen because it was able to understand and record the social and psychological perspectives of the participants in the study. The selection of this method is expected to describe very precisely an experience of the learning process from the participants. The research took place at Madrasah Ibtidaiyah Miftahul Ulum (MI) Tongas. MI Miftahul Ulum is addressed in Tambak Rejo Village, Tongas Probolinggo Regency, East Java. MI Miftahul Ulum Tongas has 28 Teachers. The data was collected in the form of exposure and explanation of online learning at MI Miftahul Ulum and Factors in the online learning process. Data collection is done with interview techniques and questionnaires through Whatsapp media. The main information interviewed was 8 teachers. Data analysis techniques used are data reduction, data display, and drawing conclusions or verification (Sugiyono, 2015). The data collected from two sessions of the room activities were plentiful to raise the data about the use of code-switching from the participants (imro atus soliha, ari susandi, 2020).

Result and Discussion

Based on the results of the five grade teacher's interview, the learning process at MI Miftahul Ulum Tongas starts at 08.00 am to 12:00 pm and the teacher asks for help from the closest person of the student whether father, mother, brother, or companion to explain to the student about the task and material through Whatsapp group. In addition, usually also use google form that provides links to learners through Whatsapp group to do some exercises for assessment. Whatsapp group was chosen and used by teachers because it is more familiar to parents or student escorts (Astini, 2020). Whatsapp groups can also be used as a means of sending a task (Alaby, 2020). Five grade teachers say that the reporting of learning outcomes is proven through photos, audio, and audiovisual. The learning results are sent from the Whatsapp group. A third-grade teacher describes the technical delivery of materials for the learners.

"The first procedure for online learning using WhatsApp (WA) and formed a class group. So, the teacher sends materials and assignments through their WA groups and then the student does the assignments and others then the results are sent to their teachers for certain subject individually."

Students' understanding of each subject is different. Grade 4 teachers present several ways to overcome. " learning video is also a contributing factor during pandemics. Because learning videos can make it easier for the student to understand the material. Every students' understanding is also not the same, so usually, we checked again through voice messages or audiovisuals."

Online defenders at MI Miftahul Ulum Tongas certainly experienced some obstacles. Like learners who do not understand the material delivered and there is an interference of parents or caregivers every task including daily repeats. This evaluation certainly makes the school realize that the application used so far has a different impact on the learning process and immediately sought a way out (Daheri, M., Juliana, J., Deriwanto, D., & Amda, 2020). This was fulfilled by the five grade teacher.

"every class is divided into 2 shifts. There are morning and daytime shifts. Later half the morning shift then the other half enter the afternoon shift. The time of each shift is only 2 hours. But there's still more online than offline. I meet them once a week. For the following week, I meet them two times a week. I hold offline class when there's a Daily Deuteronomy. Because the replay of the day online results are not pure, there must be help from parents or friends. So if we do offline class we can get pure results and we know well their ability."

Online Learning Support Factors

As the results obtained by researchers in data collection both from interviews and questionnaires, the first supporting factor of teachers is a device. Gadgets are the main tool used by teachers during the online learning process. The existence of gadgets will make it easier for teachers to provide materials and instructions related to the learning process (Purwanto et al., 2020). If the device does not exist, then online learning will be hampered because the material will not be conveyed to the student properly. In addition, the media to access and deliver learning materials requires an internet connection, and data packets are needed. This is very supportive of online learning. In addition besides the use of mobile phones and internet networks, the other most important thing is the subject book. Textbooks are books that guide both learning materials to improve the spiritual side (faith and piety), mastery of science and technology, ethics and personality (morals), and physical and health potentials compiled based on national standards of education (Sitepu, 2015). In learning at MI Miftahul Ulum Tongas textbooks are another supporting tool. By having some books, learners can read, work on problems, and deepen knowledge related to materials and themes in the learning process. At MI Miftahul Ulum Tongas subject books are given to student /guardians who come to school to take assignments in week 1, and week 2 and then collected after the taking of subsequent assignments. This is done because to avoid online learning problems.

Online Learning Inhibiting Factors

The inhibitory factor of online learning is that teachers cannot explain optimally because of changes in the way and system of learning. It takes time to adapt for teachers, parents, and learners. Teachers, parents, and learners are accustomed to the culture of direct interaction such as joking with friends and doing varied learning methods, then learners must adapt and accept new changes that will directly affect the ability and absorption of learners. The next factor is the lack of interest and motivation to learn from the learners. The motivation and support provided by teachers and parents are very important for learners and affect the learning process for learners. As the third-grade teacher said. *"There is some student who never does tasks because parents/student escorts are not sensitive to education and are too busy with their work. They let the student in the sense that he didn't care about the task I was given. And when parents come home from work it's usually late afternoon or evening so that when working on the night, the student is already lazy"*

Although learners have been given facilities by parents sometimes they are lazy to do it, but if supported and motivated by parents and teachers it will be very helpful for learners(Putria, H., Maula, L. H., & Uswatun, 2020). Highly educated parents are certainly likely to be able to guide their students to learn. Even not on all subjects, but parents are not easy to learn and guide their students (Daheri, M., Juliana, J., Deriwanto, D., & Amda, 2020). The last factor is the economic factor in terms of buying quotas (internet data packages). This is the reason parents feel objected because they have to set aside money for the purchase of internet quotas in addition to having necessities.

Conclusion

Learning at MI Miftahul Ulum Tongas using WhatsApp group application and google form. Offline learning is also applied while adhering to health protocols. The supporting factors of online learning at MI Miftahul Ulum Tongas are gadgets, laptops, internet quotas, and textbooks. While the inhibiting factors of online learning, among others, teachers cannot explain the maximum, interests and motivation of learners, as well as economic factors.

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