

## **ONLINE LEARNING IMPLEMENTATION (CASE STUDY IN MTS NEGERI 1 BANDUNG)**

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#### **Abstract**

The purpose of this study is to provide an overview of the implementation of online learning, the obstacles during the implementation of online learning, along with solutions to overcome them at Mts Negeri 1 Bandung. The method in this study uses a case study with a qualitative research approach. Writing this journal using data collection techniques through documentation and interviews with teachers and principals of MTs Negeri 1 Bandung. The results of the study illustrate that the online learning system is an alternative when studying at home (BDR) as a form of effort to break the spread of COVID-19. Online learning requires teacher creativity in designing media for student teaching activities and the role of parents in assisting students to study at home. Related to the obstacles that arise in online learning, namely (a) not all students have mobile phones; (b) there are still parents who have not been able to assist students optimally, (c) the internet network is less stable. The strategic steps to overcome these obstacles include (a) improving the quality of teachers related to digital technology mastery, (b) using more varied and interactive online learning media to reduce student boredom in learning, (c) seeking material to be delivered to students. in the previous day's learning given to students through online-based applications, and (d) involving parents intensively for communication and coordination in an effort to help supervise and accompany student learning at home.

**Keywords:** Online Learning; Teaching and Learning during the Pandemic; Obstacles and Solutions.

#### **A. INTRODUCTION**

At the end of 2019, the world was shocked by the emergence of a new type of coronavirus from Wuhan, Hubei Province, China (WHO, 2019; Hui et al.,

2020). the outbreak named coronavirus disease 2019 (Covid-19) caused by Severe Acute Respiratory Syndrome Coronavirus-2 (SARS-CoV-2) has spread to more than 215 countries and territories including Indonesia (WHO, 2020). The widespread, massive and very fast spread of COVID-19 has an impact on all sectors of life, including education.

The COVID-19 pandemic that has hit Indonesia recently has had a major impact on learning practices at various levels of education, from elementary to higher education. This makes all elements of education have to develop a strategy in the midst of the current limitations to ensure the continuity of learning can run well. Online learning (on the

network) is an alternative solution in an effort to prevent the spread of the COVID-19 virus in formal school environments to minimize excessive social interaction. Learning at school which was originally carried out face-to-face in offline classrooms has now switch to learning that is carried out online and allows learning without limitations of space and time. This online learning system is a system that allows learning to be carried out remotely between teachers and students via the internet. Even though students and teachers are in different places, learning can still be carried out, so that teacher and student interactions are carried out through electronic communication networks with online learning designs (Moawad, 2020; Nicol, Minty, & Sinclair, 2003).

The Ministry of Education and Culture through Circular No. 15 of 2020 concerning guidelines for organizing learning from home in the emergency period of the Covid-19 outbreak, enforces regulations to fulfill students' rights to obtain educational services during the COVID-19 pandemic. This aims to protect education unit residents from the adverse effects of COVID-19, prevent the spread and transmission of COVID-19 in education units and ensure the fulfillment of psychosocial support for teachers, students, and parents. Online learning is basically a form of learning carried out with the help of the internet network which is technically assisted by using several intermediary tools such as laptops, computers, gadgets (smartphones), and other media. Online learning is part of the solution to overcome learning poverty in schools (Sadikin & Hamidah, 2020). Educational institutions can use a support platform to facilitate learning carried out by teachers and students, so that even though learning is carried out online, it is expected not to reduce the mastery of competencies that must be achieved by students (Kidd & Murray, 2020). Online learning is the implementation of online learning classes to reach a massive and broad target group, so that online learning can be held anywhere and attended for free or paid (Bilfaqih & Qomarudin, 2015). In addition, online learning utilizes the internet network in the learning process and provides effective learning methods such as practicing with feedback, combining collaborative activities with independent learning, personalizing learning based on children's needs using simulations and games (Ghirardini, 2011; Isman, 2016) .

In order for online learning to run effectively, it requires preparation by the school and parents and guardians of students. The school provides facilities for teachers in the form of laptops or cellphones for teachers and the necessary internet packages. Meanwhile, the parents prepare mobile devices and internet packages as well as assistance for their children.

Hanifa (2017) argues that teachers who already have readiness in learning by planning the implementation of the learning process, implementing, evaluating, and following up by considering several things that are considered important by each teacher. The Ministry of Education and Culture of the Republic of Indonesia (2020) confirmed that the implementation of learning while at home is related to the covid-19 pandemic, while the objectives of conducting online learning are 1) ensuring the fulfillment of children's rights to obtain educational services during the covid-19 pandemic; 2) protect education

unit citizens and the bad impact of the covid-19 pandemic; 3) prevent the spread and transmission of covid-19 in education units; 4) ensure the fulfillment of psychosocial support for educators, students and parents/guardians.

Teacher readiness in online learning must be able to utilize technology, information and communication (ICT) as a manifestation of accelerating education 4.0. Teachers who are clueless of course must prepare for ICT literacy. Utilization of ICT for learning is a learning process that utilizes all types of electronic devices that can be used to support the learning process, so that learning becomes more interesting, effective, and efficient.

The change in learning from face-to-face in the classroom to online certainly raises a lot of problems, whether it comes from the school/teacher, students, or parents of students.

Online learning cannot be separated from the internet network. Internet network connection is one of the obstacles faced by students whose homes are difficult to access the internet. This is also a problem that often occurs in students who take part in online learning so that its implementation is not optimal.

The problems that occur are not only in the learning media system, but the availability of quotas that require a fairly high cost for students to meet the needs of online learning. The quota purchased for internet needs has soared and many parents of students are not ready to increase the budget in providing internet networks.

Based on the description above, the researchers have an interest in revealing information related to the implementation of online learning during the Covid-19 pandemic, the obstacles that arise as well as the solutions made to overcome the obstacles of online learning in MTs Negeri 1 Bandung.

## **B. RESEARCH METHOD**

The method in this study uses a case study with a qualitative research approach. Case studies are research that describes a phenomenon that occurs by explaining a case that occurs in a group, so that it can provide important information for attention (Hodgetts, & Stolte, 2012). Thus, information was obtained regarding the implementation of online learning during the COVID-19 pandemic on the implementation of online learning. Writing this journal using data collection techniques through documentation and interviews with teachers and principals of MTs Negeri 1 Bandung.

## **C. RESULTS AND DISCUSSION**

The COVID-19 pandemic has had an impact on learning practices in schools. The implementation of face-to-face learning offline or offline is switching to online or online learning. With the Regulation of the Minister of Education and Culture of the Republic of Indonesia regarding Circular Letters concerning Online Learning and working from home to prevent the spread of COVID-19, all educational units are encouraged to carry out online learning. This study will reveal the implementation of online learning, the obstacles

that arise and the school's strategic solutions or steps to overcome these obstacles. Based on the data from interviews, observations, and documentation conducted by researchers, the research data obtained are as follows.

### **Implementation of Online Learning in MTs Negeri 1 Bandung**

The impact of covid-19 which has spread across the country, has so big of a consequence for education to break the chain of transmission of the virus. Before Covid, face-to-face learning at school is now learning at home using various digital applications.

Online learning has many differences with face-to-face learning methods. In online learning practices, teachers mostly take advantage of several platforms or online-based learning applications and make use of a lot of internet networks. The results of observations and interviews of researchers with teachers show that the implementation of online learning in MTs. Negeri

1 Bandung, implemented by utilizing whatsapp groups, google meet, google classroom, google forms, and zoom as online learning platforms. Before determining the use of the program, the teacher has coordinated with the leadership and all relevant stakeholders. The school also provides basic training for the use of this application so that it is easy for both teachers and students to understand.

Preparation for learning begins with the preparation of learning tools and all supporting documents. At the beginning of the semester, teachers are formed in teams (MGMP) which have been adjusted to the class and material to be taught. This activity is part of a learning plan in which there are activities for making learning tools, media, teaching materials, as well as various assignment and assessment instruments which will later be given to students during online learning. Good learning preparation is expected to have a positive impact on student learning outcomes when learning online (Sugiri & Priatmoko, 2020). Teacher readiness is important because the teacher is someone who influences children's success in learning (Christianti, 2012; Mappapoleonro, 2019; Sari, 2017). In addition, the readiness of teachers to face online learning also determines the success of children's learning.

The teacher's duties in implementing online learning include 1) preparing teaching materials that will be uploaded or distributed to students through the selected learning media or application; 2) the teacher determines the learning media according to the student's condition so that learning at home can run effectively. Some of the media that can be selected include; whatsapp group, google classroom, google meet, zoom, or google form; 3) the teacher uploads learning media in the form of modules, PPT, videos, practice questions, student sheets to media that have been determined or mutually agreed upon; 4) the teacher is obliged to provide an explanation of the questions submitted by students; and 5) the teacher checks and evaluates the online learning process or learning at home to get feedback on learning outcomes.

In general, online learning practices require teachers to be more creative and innovative in developing online learning. In this context, teachers are not only required to understand the material well but also convey the material well online. This will certainly create some obstacles for some teachers because not all teachers have the same understanding of online-based applications.

The student's task is to study the material or subject matter uploaded by the teacher through the agreed media. Students can have discussions with teachers through online media if there are things that are not clear from the material provided.

Parents' duties 1) ensure that students carry out learning activities at home and limit permission for activities outside the home; 2) coordinate with homeroom teachers, teachers or schools; and 3) helping students apply a clean and healthy lifestyle (PHBS) at home.

The lesson plan prepared by the teacher will help achieve learning objectives effectively, besides that the lesson plan can also guide parents to prepare tools and playing materials or play media and accompany their children during their activities at home. Assessment of learning activities is still carried out such as; documentation of photos or videos of children's activities, and parental reports about children to class teachers (usually verbally).

To support the success of online learning methods, collaboration between teachers, students and their parents is needed. Communication between teachers and collaboration with parents is unavoidable. This is because the process of supervising student learning is completely within the reach of parents during the COVID-19 pandemic.

Online learning is actually not easy to do. Interaction between teachers and students that cannot be done directly (face to face) so that communication is very limited, these limitations cause information and instructions from the teacher to be conveyed less optimally. (I Putu & I Made, 2020).

### **Obstacles in Online Learning in MTs Negeri 1 Bandung**

In online learning during the COVID-19 pandemic, there are several obstacles. Various obstacles faced during online learning include:

#### **a. Limited internet quota for students**

In this online learning, of course, students need internet quota to listen to the material presented by the teacher. This is very difficult because of the economic status of students in MTs. Negeri 1 Bandung has an average lower- middle economic status.

#### **b. Network constraints**

Of course, during this corona pandemic, everything is digital, including learning at MTs. Negeri 1 Bandung is using online learning. Of course, both teachers and students use an internet connection to support learning, besides internet quotas, they also need an

internet connection network for the continuity of this learning. When the teacher explains the material, it is not possible for students to immediately understand the material given because of the internet connection, which sometimes falters, and not all students can focus on paying attention to the explanation given.

c. Not all students have cell phones/devices

The use of devices as learning media is very necessary in online learning. However, there are still many students who do not have a smartphone, even if it belongs to their parents. They get their turn after their parents come home from work. Some come home in the afternoon, evening, and even at night. Meanwhile, online learning schedules at schools are generally carried out from the morning until the afternoon. (Asmuni. 2020: 284-285).

d. Bored student attitude

Because the atmosphere is very different from the habit at school chatting with friends and now having to stay at home and do online learning. For this reason, parents play a role in motivating and guiding students to always be enthusiastic in carrying out learning activities.

e. Students are less active or less interested in online learning

Even though they are supported by adequate facilities in terms of the availability of computers, mobile phones/gadgets, and internet networks. Lack of awareness of the importance of literacy and the collection of portfolio assignments, often hinder the running of BDR. Assignments that should be submitted within one week's grace period are often delayed to two weeks, and there are also students who do not submit assignments.

f. Lack of parental monitoring

There are still parents who have not been able to fully assist students because they have to work or have limited knowledge so that teachers find it difficult to monitor student learning activities and progress at home. This will certainly hinder students in terms of collecting assignments or learning bills.

g. Teachers are not good at ICT

There are still teachers who do not master ICT and do not design and use IT so that they do not use the platform optimally in learning.

### **Strategic Steps/Solutions to Overcome Online Learning Barriers**

In order to overcome the obstacles that arise in online learning, the school has taken the following strategic steps.

- a. For students who are constrained by internet quotas, especially students with the RMP group (prone to continuing education) or better known as poor students, the school seeks to provide free quota assistance, the allocation of which is taken from BOS

funds. In addition, the school also received quota assistance from the cellular card provider.

- b. To overcome network constraints, the school, through subject teachers, provides the flexibility to choose learning applications that do not require strong internet. In addition, every teacher is encouraged to be more creative by changing learning strategies, for example limiting the amount of synchronous learning and replacing it with project-based learning.
- c. The solution for students who do not have a gadget/mobile phone, the school is trying to facilitate them online at school. Students use laptops and wifi available at school, of course with attention to progress. In addition, students can also participate in offline learning, namely each student must take assignments that have been prepared by each subject teacher at school according to the schedule.
- d. The use of more varied and interactive online learning media to reduce student boredom in learning. Schools provide assistance in managing learning to make learning more interesting and fun by using media that can support online learning, either in the form of learning videos or through live streaming with platforms that have been provided by the school.
- e. Strive for the material to be delivered to students in the previous day's learning in the form of graphic or video info. This material is given to students through an online-based application that is used by the teacher.
- f. Involving parents intensively in communication and coordination to help supervise and assist student learning. This is part of optimizing the role of the three educational centers as alternative solutions in solving online learning problems (Ceka & Murati, 2016; Herliandry, Nurhasanah, Suban, & Heru, 2020). In addition, Sapungan & Sapungan (2014) also explain that the role of parents is very important in efforts to maximize the moral development, attitudes, and academic achievement of students at school.
- g. The policy to overcome the problems faced by teachers who lack IT skills is to conduct training with peer tutoring techniques. Teachers who are already IT literate are required to provide guidance to teachers who have not mastered IT.

#### **D. CONCLUSION**

From the results of the analysis conducted by researchers about online learning during the COVID-19 pandemic at MTs. Negeri 1 Bandung, it can be concluded that the online learning system is an alternative when studying at home (BDR) as a form of effort to stop the spread of COVID-19. Online learning requires teacher creativity in designing media for student teaching activities and the role of parents in assisting students to study at home.

There are many obstacles faced by teachers in online learning such as being constrained by signals and others. However, these obstacles are not a barrier to educating students. Over time, the government allowed schools to reopen learning in schools, so offline learning was created. Every lesson sometimes has advantages and disadvantages, including online and offline learning during this covid-19 pandemic, but from the online and offline learning system, teachers are expected to be creative in educating students. So that learning success can be achieved properly or effectively.

Based on the results of research conducted at MTs. Negeri 1 Bandung regarding the implementation of online learning during the Covid-19 pandemic, it can be concluded that online learning is carried out by utilizing several online- based learning platforms or applications. Learning begins with the preparation of learning tools and all supporting documents through the teacher team (MGMP) that has been formed such as learning tools, media, teaching materials, as well as various assignment and assessment instruments which will later be given to students during online learning. The teacher conducts virtual meeting activities to convey material to students. In addition, it utilizes Youtube and messaging service media (whatsapp) to strengthen understanding, assignments, and assessments. In the discussion of certain themes, the teacher gives assignments to do independent practice from home by sending proof of activity documentation in the form of photos or videos to the teacher.

Furthermore, related to the obstacles that arise in online learning, namely (a) not all students have mobile phones; (b) there are still parents who have not been able to assist students optimally, (c) the internet network is less stable, the school has also taken strategic steps to overcome these obstacles, including (a) improving the quality of teachers related to mastering digital technology, (b) the use of online learning media that is more varied and interactive to reduce student boredom in learning, (c) seeking material to be delivered to students in the previous day's learning given to students through online-based applications, and (d) involving parents intensively for communication and coordination in an effort to help supervise and assist student learning at home.

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