Online Learning as a Teaching And Learning Activities Alternative in The COVID-19 Pandemic

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Abstract – The purpose of this study was to determine the implementation of online learning during the COVID-19 pandemic. This online learning was carried out due to the outbreak of the coronavirus 19. The sample of this research was elementary, middle, and private high school students in Lampung. This study uses a simple random sampling technique by considering the homogeneity of the population. The data instrument uses an online learning questionnaire. Data analysis used descriptive statistics. The results of the study illustrate that the most widely used online learning model is the WhatsApp application at 87.2%, Google Classroom at 41.3%, Google Meeting or Zoom at 13.8%, Youtube at 15.6%, and other applications at 12.8%. This percentage is obtained from respondents who use more than one online learning application.

Keywords: Implementation Model, Online Learning, Covid-19 Pandemic

I. INTRODUCTION

At the beginning of 2020, the Covid-19 virus emerged which became a threat to the world pandemic, including the emergence of this virus which is also a threat to the people of Indonesia. To deal with the spread of Covid-19 As a pandemic, the Indonesian government began implementing Large-Scale Social Restrictions, or PSBB short (Mona, 2020). During the PSBB period, people are required to maintain their health by maintaining a distance, always using masks when leaving the house, and maintaining hand hygiene by washing hands with soap or hand sanitizer. Likewise, with other community activities that are gathering masses or crowds, the government, especially the Ministry of Education and Culture recommends closing schools and requiring students to study from home to reduce the risk of spreading and transmitting the Covid-19 virus. In this social restriction effort, the Indonesian government limits activities outside the home, including educational activities carried out online through online or online learning, ranging from elementary, middle to university levels.

RESEARCH METHOD

This study uses descriptive quantitative research methods to determine the learning implementation model. The research population is all students in Lampung Province at the elementary-junior-high school level, both public and private schools. The sample that became the respondent of this study

was 109 students who were selected using a simple random sampling technique by considering the homogeneity of the population. The data collection instrument used a questionnaire containing closed and open-ended questions that were distributed using Google Forms. The questions posed to the respondents contained 12 questions about online learning variables and 10 questions about motivational variables in learning. Data analysis used descriptive statistical analysis with the help of computers in processing data obtained from respondents. The research method in this study uses an online questionnaire method through Google Forms and interviews.

## II. RESULTS AND DISCUSSION

Result

Online learning is a learning activity carried out by utilizing digital devices and the internet to make learning more interesting, creative, and independent. Dare to learn to convey material and information, present assignments, and active interaction between teachers and students during the bold learning process takes place. In online learning there are many choices of online applications that can support online learning itself and each online learning application has a different system and way of working, including the Google Classroom application, Google Meeting, Zoom, Whatsapp, Youtube, Edmodo, and others.

Discussion
sample characteristics

The characteristics of the sample in this study did not distinguish male or female. Gender differences in this study, only to find out how many male respondents and how many female respondents. The number of samples in this study amounted to 109 students consisting of 97 female students and 55 male students with a percentage of female students as much as 65.1% and a percentage of male students as much as 34.9%. The distribution of 31 students at the elementary school level, 53 students at the SMP/MTs level, and 25 students at the SMA/MA level.

Figure 1. Gender Distribution of Respondents
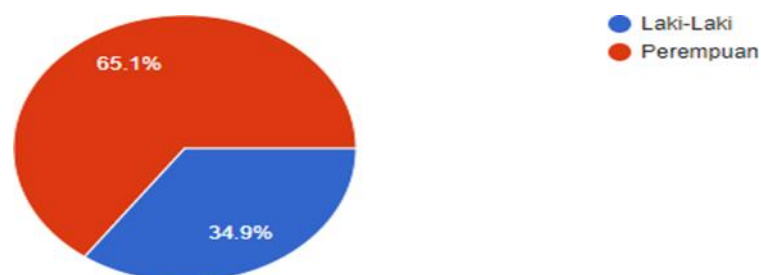
Overview of Online Learning
Figure 2. explains respondents' answers about ownership of mobile phones or laptops that are commonly used during online learning. The red diagram states that students do not have their cellphones or laptops in other words, the cellphones or laptops used in online learning belong to students' parents, siblings, friends, and even neighbors. While the red diagram shows the cellphone or laptop used is his own.

Figure 2. Owning a Mobile or Own Laptop
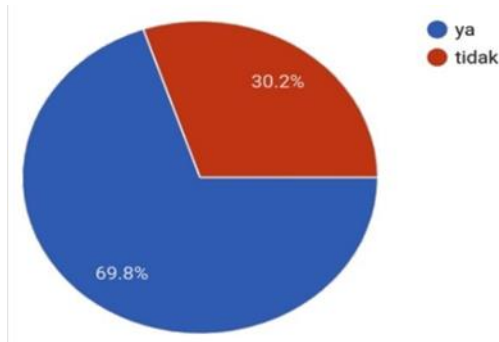
Source: Data processed, 2020

Students who have their cellphones or laptops are 69.8% and students who use cellphones or laptops that are not their own are 30.2%. The cellphone or laptop used is the property of parents, siblings, and even friends who are borrowed for online learning when not in use by the original owner.

Figure 3 illustrates the answers from respondents regarding the availability of internet quota for learning dare. The answers from respondents showed that as many as 57.4% of students always have an internet quota for online learning, and 42.6% of respondents do not always have an internet quota that supports learning from home. In line with this, Figure 4 illustrates the proportion of respondents who received assistance from the government as much as 70.4% and respondents who did not receive learning quota assistance as much as 29.6%. This shows that not all respondents receive learning quota assistance from the government.
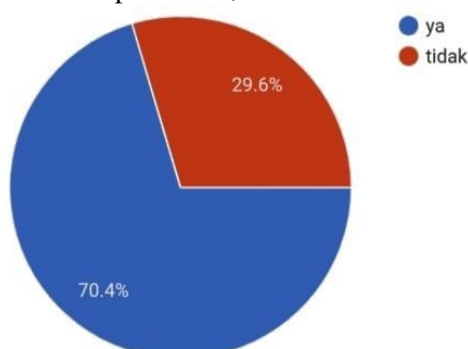
Figure 3. Availability of Internet Quota
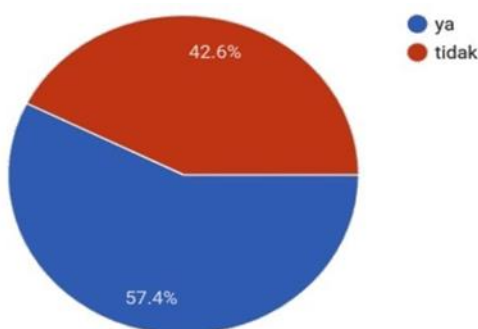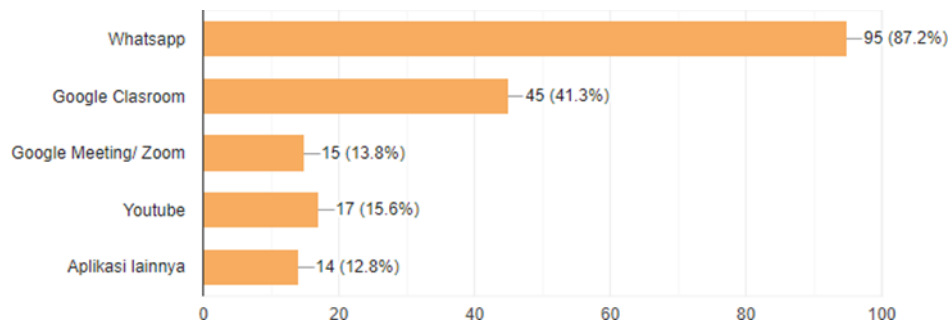

Source: Data processed, 2020

Figure 4. Quota Assistance from the Government

Source: Data processed, 2020

The use of applications used in bold learning can be seen in Figure 5, as follows:

Figure 5. Applications used for Online Learning

Source: Data processed, 2020

This bold learning is carried out using learning applications that can be accessed using the internet. From the data obtained during the pandemic in Lampung Province, replacing face-to-face learning with bold learning. The bold learning that is mostly done is learning to use Whatsapp as much as 87.2%, Google Classroom as much as 41.3%, Youtube as much as 15.6%, Google Meeting or Zoom as much as 13.8%, and other applications as 12.8%. The data in Figure 5 is obtained by each respondent being able to choose more than one bold learning application to use. This shows that the majority of courage learning used during the Covid-19 pandemic is courage learning using the Whatsapp application. As for the use of Whatsapp is a superior application because Whatsapp is considered practical and easy to use by teachers and students. In addition, the Whatsapp application was quite familiar even before the pandemic many people downloaded and had this application. In the Whatsapp application, teachers can send photos, videos, links, or learning assignments.

In addition to the Whatsapp application, the application used in bold learning is the Google Classroom application which is considered easier to use by teachers and students. In addition, Google Classroom is considered more friendly in the use of internet quota and the ease of administrating the stored data. The third order of using brave learning applications is Youtube, which is 15.6%. Respondents use the Youtube application to find references for learning videos that support the subject matter being studied. The next application is Google Meeting or Zoom as much as 13.8%, this type is an application that provides remote meeting services by combining online conferencing, video, chat, to mobile collaboration. As for the use of the Google Meeting or Zoom application, it is used with other applications, namely the Whatsapp application. Then the brave learning application used is Youtube, which is 15.6%. Furthermore, 12.8% of respondents used other bold learning applications, including Ruang Guru, and Sekolah. Mu, Ayo Learn, and other applications.

Figure 6. Online Learning Applications for Students
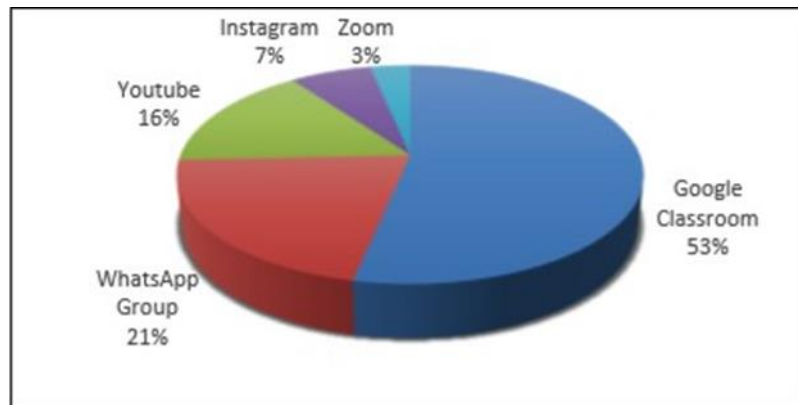
Source: Mustakim (2020)

This is in line with previous research by Mustakim (2020) on 30 respondents about daring learning applications that are preferred by students including 53% of students liking the use of the Google Classroom application, 21% of students liking the Whatsapp application, 16% of students liking the Youtube application, 7% of students liking the application. instagram app and 3% of students like the Zoom app. That learning innovation using online media, students prefer Google applications because they are considered easy and practical to use. In addition, there are not too many quota credits available.

In general, online learning applications affect student interest in learning. Most students prefer Whatsapp and Google Classroom applications because they don't have so many credits and have a positive impact on improving learning outcomes, interest, and motivation of students in learning and fostering creative attitudes in students.

During bold learning, students often experience obstacles such as unstable internet networks, many assignments given, difficulty focusing, and complicated applications, so students are happier with face-to-face learning. Basically, during this pandemic, school students have real interactions in the learning process and not just transferring materials and assignments from the teacher to their students when learning takes place. Dare Not only focuses on providing material and learning targets but also must be oriented to the teacher's approach to students, both approaches and cognitive approaches.

Waryanto (2006) states that the advantage of using bold learning is that bold learning can be used in delivering learning that is not limited by space and time. In addition, being brave can use various learning resources available on the internet, and teaching materials can be used to deliver learning without limited space and time, learning materials are relatively easy to develop. In addition, bold learning can make students more independent in the learning process.

III.   CONCLUSION

This study aims to describe the implementation model of online learning during the COVID-19 pandemic in Lampung Province. To break the chain of the spread of the Covid-19 virus, online learning is held throughout Indonesia, including in Lampung Province. The results showed that the use of online learning applications in Lampung Province, the most widely used online learning applications were Whatsapp application, 87.2%, Google Classroom 41.3%, Google Meeting or Zoom 13.8%, and Youtube 15.6%. and other applications as much as 12.8%. This percentage was obtained

from the answers of respondents who used more than one online application when conducting online learning when online learning took place during the Covid-19 pandemic.

As for the author's suggestions in implementing online learning during this pandemic so that learning runs more effectively and inspires students' enthusiasm to continue learning, including although online learning uses more of the WhatsApp application, teachers should alternate the use of other online learning that can foster closeness between students. and teachers, students and students by using video call applications; In providing materials and assignments, teachers should reduce sending materials and assignments in video format to save on internet quota usage, considering that not all students always have internet quotas and get free study quota assistance from the government; In giving assignments, it should be in accordance with the existing subject schedule; In giving questions and assignments, it must be varied so as not to cause student saturation, and students become challenged to complete the tasks given; Teachers should give time tolerance to students in collecting and completing assignments considering that not all students have their own cellphones and laptops; Teachers should still provide material first before giving assignment questions that must be completed; assignments should use clear, unambiguous and easy-to-understand sentences; In online learning, teachers should use a variety of online learning applications, by combining two online learning in the provision of learning materials and assignments, for example using the Whatsapp application and then occasionally using the Zoom application. This is done so that online learning does not feel boring and raises students' interest and motivation to continue learning.

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