

Student Management In Online Learning

(Case study at SD Inpres 5/81 Unra Kecamatan Awangpone Kabupaten Bone)

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ABSTRACT

The current COVID-19 pandemic has not only brought changes to society, but also education, one of which is the management of students in learning. Student management is an activity, or all efforts and regulatory actions taken by educators or teachers to students in the teaching and learning process. Student management is the teacher's effort in managing the learning process to create effective learning, especially during a pandemic, learning is carried out online. This research is descriptive qualitative research that aims to describe how the description of the implementation of student management in online learning at SD Inpres 5/81 Unra, Kecamatan Awangpone, Kabupaten Bone. The data collection instrument used an open questionnaire and interview guidelines. Data analysis techniques in research are 1) data reduction, 2) data modeling and 3) drawing conclusions. The results of this study indicate that in learning from SD Inpres 5/81 Unra the teacher has implemented student management in online learning effectively. Based on the results of the research and discussion, it can be concluded that the management of students in online learning at SD Inpres 5/81 Unra includes time management, student management and learning management. In learning during the pandemic, it directs teachers in learning by providing learning videos according to the material provided through the WhatsApp application. The teacher also prepares worksheets for students to work on. In addition, supervision of online learning is carried out online through the WhatsApp application and direct visits to students' homes with parental assistance. The assessment carried out in online learning is by asking students to come to school to collect assignments or by sending assignments on the WhatsApp application. The school for now online learning is good enough for students.

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INTRODUCTION

Education is very important to improve quality human resources. Through education, a person can develop the knowledge and skills he has and form attitudes and behavior of noble character. The purpose of education is to improve the quality of human resources itself through the learning process in schools. Schools as formal institutions that are managed by the government and the community, are the most likely places for someone to increase awareness and knowledge so that their students can actively develop their potential. One of the important things in achieving educational goals is to develop students' abilities to improve the quality of learning and self-quality through the process of learning experiences and their environment. The teacher as someone who has an important role in the world of education who has the main task of teaching and educating students must have good qualities to form an intelligent generation.

The teacher and the teaching and learning process are something that cannot be separated, it requires that the teacher must be able to carry out the learning process properly and appropriately in accordance with the principles of education. Learning is the key to the entire education management process. The quality of an educational institution is essentially measured by the quality of the learning process. Therefore, the criteria for the quality and success of learning should be made in detail, so that they can really be measured and observed.

The success in the implementation of educational institutions will greatly depend on the education management of the components supporting the implementation of activities such as curriculum, students,

financing, implementing staff, and infrastructure. These components are an integral part of efforts to achieve the goals of educational institutions (schools) meaning that one component is not more important than the other components. However, one component provides support for other components so that it makes a high contribution to the achievement of the goals of the educational institution (school). The existence of the student component is very much needed, especially in the implementation of educational activities in schools, students are both subjects and objects in the process of transforming the knowledge and skills needed. Therefore, the existence of students is not only to meet the needs but must be part of the quality of educational institutions. Ideally, every teacher should have the ability to develop criteria and indicators of learning success according to their respective fields.

Student management is an activity, or all efforts and regulatory actions taken by educators or teachers to students in the teaching and learning process. According to (Rifa'i M., 2018) student management is an activity or effort carried out by teachers in the form of fostering, organizing, and maximizing student resources for the creation of learning objectives. Student management is the teacher's effort in managing the learning process to create effective learning. Meanwhile, according to Jahari, et al. (2018) student management is a service that focuses on regulation, supervision, and individual services such as the development of the overall skills, interests and needs of students to obtain the learning process in schools. Annas, (2017) also revealed that student management is the preparation and arrangement of activities related to students during the learning process. In addition, Daryanto also revealed that student management is an activity in the classroom, which includes setting up a group of students, positive teaching and learning interactions, procurement of learning media and so on (Hamidah, 2018). Thus, it can be concluded that student management is an activity, or all efforts and regulatory actions taken by educators or teachers in the teaching and learning process to achieve learning objectives. In a simpler sense, student management is the teacher's effort to manage students during the learning process to create effective learning with the aim of increasing students' knowledge, skills and psychomotor skills, channeling and improving skills, intelligence, talents and interests of students, channeling aspirations, hopes and meet the needs of students, so that students are expected to be able to achieve happiness and be able to study well (Annas 2017).

In this context, the teacher plays a very important role in planning, organizing, communicating, coordination, and supervision of students to create effective learning. Student management is very important for teachers to do to find out various things about students, this is done to make it easier for teachers to provide needs and overcome problems experienced by students. Apart from that, good student management will allow the creation of effective conditions and atmosphere in the learning process. The effectiveness of student management in online learning is currently divided into three, namely: time management, student management, and learning management. The three scopes of student management are explained in detail by (Maharani & Istiyati, n.d.) as follows:

Table 1. Scope of student management

No.	Scope of student management	Indicator
1.	Time Management	Lesson plan and report
2.	Student Management	Student discipline, Notes/information about students during the learning process
3.	Learning Management	facilities and infrastructure, test, assignment, evaluation

The current COVID-19 pandemic has brought changes not only to society, but also to education. Currently the world of education is facing quite complex problems. The virus attack has an impact on the implementation of learning at all levels of education. So, the Minister of Education and Culture issued a circular regarding the implementation of education in the Covid-19 emergency period with online learning. Teaching and learning activities for students and teachers centered in the school environment have now turned into learning at home. The policy issued by the Minister of Education and Culture requires teachers to adapt to make changes in student management from face-to-face learning to online learning. Online learning is learning that uses internet-based technology as a liaison in the learning process by utilizing available applications or platforms. In accordance with the opinion of Gilang (2020) defining online learning is learning that is done online, using learning applications or social media. In line with that, Bilfaqih and Qomarudin (2015) define online learning as a system or program for organizing distance learning classes that utilize networks to reach massive and broad target groups. Online learning is a system that can facilitate students to learn more widely, more, and in various ways. Through the facilities provided by the system, students can learn anytime and anywhere without being limited by distance, space, and time if network access can still be fulfilled. The learning materials studied

are more diverse, not only in verbal form, but also in various kinds such as visual, audio, and other learning content. Online learning is learning that is done without face-to-face, but through available platforms, or by using learning applications. In a simpler sense, online learning is an internet-based learning activity.

According to Clark & Mayer (Herayanti et al., 2017) online learning has characteristics, including containing content related to learning objectives, the method used is the instructional method, utilizing media in the form of images, videos, or other materials to deliver learning materials, teacher-centered learning or made for independent learning and improve understanding and skills related to learning objectives either individually or in groups. This online learning can also change student management, which was previously carried out in person or face-to-face, now turns into online. As stated by Keengwe & Georgina (Khusniyah & Hakim, (2019) that technological developments bring changes to the implementation of teaching and learning. The Directorate General of GTK (Sobri et al., 2020) online learning approach has the following characteristics: 1) requires students to more independent in building and creating knowledge (constructivism); 2) students will work together with other students in building their knowledge and solving problems together (social constructivism); 3) forming an inclusive community of learners; 4) utilize media pages (websites) that can be accessed via the internet, computer-based learning, virtual classes, and or digital classes; 5) interactivity, independence, accessibility, and enrichment. In addition, according to Mather & Sarkans (Fitriyani et al., 2020) the benefits of online learning make it easier for students to access learning, because they are no longer hampered by physical class factors. Meanwhile, according to Pohan (2020) online learning can also provide new challenges to students so that it can encourage student curiosity about new things, inadvertently students do not just accept the material taught by the teacher, but learn how to learn itself

As we know and experience, it is very clear that the characteristics of online learning that distinguish it from other learning models are that all learning activities are carried out without face-to-face, but by utilizing internet technology. All forms of subject matter are distributed online, communication is also carried out online, and tests are also carried out online.

Based on interviews conducted by researchers with teachers at SD Inpres 5/81 Unra, information was obtained that the school implemented an online learning system by utilizing the WhatsApp application. The process of implementing online classes is carried out through a whatsapp group created by the teacher, the delivery of learning materials, assignment and collection of assignments is all done through the whatsapp group. Currently, online learning activities pose obstacles because learning is relatively new for teachers and students, making teachers and students experience difficulties in implementing online learning, where most teachers are not familiar with online teaching methods and because the implementation is quite sudden. One of them is the lack of teacher preparation in facing the online learning process. Some students are also difficult to supervise because of the online learning. The current phenomenon requires teachers to be able to adapt to the current situation and conditions, the learning process that was previously carried out in person must now turn into an online learning process. Indicators of the success of students' online learning can be seen from the ability of students' absorption of the teaching materials that have been taught as well as from the actions or behaviors that have been outlined in the learning objectives that have been achieved by students, both individually and in groups.

Based on the description that has been presented, the purpose of this study is to describe the implementation of student management in online learning at SD Inpres 5/81 Unra, Kecamatan Awangpone, Kabupaten Bone.

METHOD

This research is descriptive qualitative research with the subject of this research are high grade teachers of SD Inpres 5/81 Unra, Kecamatan Awangpone, Kabupaten Bone which consists of three people, namely fourth grade teachers, fifth grade teachers and sixth grade teachers. The focus of the research is student management, which is the arrangement or regulation of activities related to students in online learning. The arrangement and arrangements in question are divided into three, namely, time management, student management, and learning management during online learning.

The data collection techniques that will be used in this study are 1) Interviews are activities carried out in a kind of conversation between two or more people, where the interviewer asks questions to the resource person to obtain information about student management in online learning, 2) The questionnaire in this study is intended to collect information related to classroom management carried out by teachers in online learning at SD Inpres 5/81 Unra, Kecamatan Awangpone, Kabupaten Bone.

Checking the validity of the data in this study was done by using triangulation technique. More specifically, the triangulation used in this study is source triangulation. Source triangulation is comparing and checking

back the degree of trustworthiness of information obtained through time and different tools in qualitative research. Triangulation technique is done by comparing the data obtained through interviews and questionnaires. According to Moleong (2015) stated that "Triangulation is a technique of checking the validity of data that utilizes something other than the data for checking purposes or as a comparison to the data that has been obtained". In this case the researchers compared the data obtained from the results of data collection and various data sources to obtain data similarities.

The source triangulation was carried out in relation to the data obtained from the informants through questionnaires and in-depth interviews. This technique used open-ended questions, prioritizing ethical attitudes towards informants. The data obtained in the form of perceptions, opinions, feelings, and knowledge. The triangulation of sources in this study is the comparison of data from questionnaires and interviews with grade 4, 5 and 6 teachers at SD Inpres 5/81 Unra. Data analysis techniques used according to Miles and Huberman, namely: data reduction, data modeling, drawing/verifying conclusions (Emzir, 2010)

RESULTS AND DISCUSSION

This research was conducted at SD Inpres 5/81 Unra, Awangpone District, Bone Regency by distributing questionnaires and direct interviews to SI, SII and SIII. The discussion in this study relates to the description of student management in online learning in terms of time management in it consists of learning planning and reporting activities, student management in it consists of student discipline activities and notes/information about students during online learning and learning management in it consists of from the provision of facilities and infrastructure, assignments, assessments and provision of tests at SD Inpres 5/81 Unra, Awangpone District, Bone Regency. To facilitate understanding, below will be described and discussed one by one the results of research that has been carried out in accordance with the formulation of the problem and research objectives.

1. Time management in online learning at SD Inpres 5/81 Unra

Based on the distribution of open questionnaires and direct interviews with SI, SII and SIII at SD Inpres 5/81 Unra, teachers plan online learning to be conducted individually by setting study times according to school hours. This is as the results of the interview with S1 *"Individually because during the pandemic we are prohibited from gathering together and there are also regulations from the government to comply with health protocols"*. S1's opinion was strengthened by SIII who stated, *"The learning time is the same as when learning at school, but some of them send answers outside of learning hours, namely at night"*. Time management in online learning follows the learning schedule according to the schedule at school. Furthermore, in planning online learning, the teacher prepares teaching materials that are prepared in the form of student activity sheets (LKPD), material text, pictures or learning videos that will be sent via whatsapp as stated by S1: *"Yes son, I have prepared the material, usually I take photos of students sometimes I also add videos related to learning materials for student explanations"*.

This is supported by the opinion of Clark & Mayer (Herayanti et al., 2017) that online learning has characteristics, including utilizing media in the form of images, videos, or other materials to convey learning materials so that they can help students understand and master the subject matter.

2. Student management in online learning at SD Inpres 5/81 Unra

Based on the distribution of open questionnaires and direct interviews conducted to SI, SII and SIII at SD Inpres 5/81 Unra, the researchers found, in the implementation of student attendance activities carried out via WhatsApp, the form of attendance carried out by class V and VI teachers was by greeting when starting the activity. the beginning of learning and for students who answer greetings, they are declared present. In contrast to the form of absenteeism carried out by the fourth-grade teacher who stated, students were considered present if they had collected assignments as shown in the interview with SIII. In addition, the teacher always supervises students in the process of implementing online learning. This is supported by the opinion of Jahari, et al (2018) that student management is a service that focuses on individual regulation, supervision and service. The supervisory system carried out by the teacher is by directly supervising students who are actively or inactively involved through the class whatsapp group. In addition, the fourth-grade teacher also supervises by visiting students directly. *"I supervise active and inactive students directly via whatsapp, I also make frequent visits"*.

Furthermore, the actions taken by the teacher to discipline students during learning, it is known that the fourth-grade teacher acts on students directly via WhatsApp by giving warnings to students or by calling

students to come to school. While the actions taken by class V and VI teachers to discipline students during learning are by contacting students and asking for assistance from students' parents as the results of interviews in S1: *"I usually give direct warnings in WhatsApp groups or are called to come to school"*. And complemented by SIII: *"I call students directly and ask for cooperation from parents to help students do the assignments given"*. In online learning at SD Inpres 5/81 Unra in general students have the same problem, namely not all students have cellphones, there are also students who are constrained by access to the internet network and limited internet quota so that some students cannot participate in online learning conducted by the teacher. *"In general, students have the same problem, namely not all students have cellphones, there are also students who are constrained by internet network access and limited internet quota so that some students cannot participate in online learning conducted by the teacher. For students, sometimes they don't have internet quota, there are also network problems. The way to overcome this is that we as teachers make visits to students' homes or call students to come to school."*

These constraints are like the results of research conducted by Pangondian et al., (2019) that in online learning not all students have and are able to access the necessary equipment such as PCs, laptops, or other devices for online learning. In this case the efforts made by the teacher in overcoming this are by making direct visits to students' homes or calling students to school to be given worksheets so that they can continue to learn.

3. Management of online learning at SD Inpres 5/81 Unra

Based on the distribution of open questionnaires and direct interviews with S1, SII and SIII at SD Inpres 5/81 Unra, the researchers found that teachers carried out learning using the social media application whatsapp. The WhatsApp application is the choice for grade IV, V and VI teachers at SD Inpres 5/81 Unra because its use which is fair easy to understand is the reason for teachers to use WhatsApp in the implementation of online learning. *"The social media that I use is the WhatsApp application by creating a group in the application. Because the WhatsApp application is easy to use by students and parents of students. Apart from that, the use of quota is more efficient."*

This is supported by the opinion of Gilang (2020) that online learning is learning that is done online, using learning applications or social media. Next, the teacher prepares learning media in the form of images or videos that will be sent via WhatsApp. This is supported by the opinion of Clark & Mayer in Herayanti et al., (2017) that online learning has characteristics, including utilizing media in the form of images, video player or other materials to deliver learning materials.

In the implementation of online learning, the fourth-grade teacher applies a scientific approach and question and answer method through the WhatsApp application in appropriate learning by providing direction to students independently to observe the surrounding environment. *"Students are asked to observe their surroundings and then usually ask students to take photos of what they find."* This is done with the aim of attracting students' attention during the online learning process. This is supported by the opinion of the Directorate General of GTK in Sobri et al., (2020) that the online learning approach has characteristics that require students to be more independent in building and creating knowledge. Meanwhile, in the implementation of online learning, the approach taken by class V and VI teachers is to contact students directly for those who do not submit assignments.

In the learning process, the method used by class IV teachers to build positive attitudes of students during online learning is question and answer. In contrast to what is done by class V and VI teachers, the method used to build positive student attitudes during online learning is to motivate students. The teacher's way to build collaboration between students in solving problems during the online learning process is that each teacher does the same thing by conducting questions and answers or discussions with students through the class whatsapp group.

The form of evaluation/assessment carried out by teachers in online learning is that the teacher evaluates students based on assignments given via whatsapp. Another thing that is also done by class IV teachers is by visiting students' homes directly or calling students to be given assignments. *"I usually give evaluations in the form of assignments via whatsapp or call students to come to school or also visit students directly to give questions or assignments"*. For students who provide feedback on the assignments given, the response made by the fourth-grade teacher is to provide answers to each student who asks questions related to the assignment. While the response given by the fifth-grade teacher was to provide an explanation through a voicenote that could be heard through the whatsapp group, as did the sixth-grade teacher. In addition to sending voicenotes, explanations through text sent in the form of photos were also

carried out by class VI teachers. "Yes, but if there are students who don't understand, we usually give an explanation in the form of a voicenote". While in the form of assessment carried out by the teacher for grade promotion in online learning, namely the implementation of the test is carried out offline, by the way the teacher gives questions to students to be later done in their respective homes.

Teachers at SD Inpres 5/81 Unra, carry out online learning using the WhatsApp application, for students who do not have cellphones the teacher makes direct visits to students' homes or calls students to school. learning media prepared in the form of images/videos. The approach taken by class IV teachers to attract students' attention is the scientific approach, while the approach taken by class V and VI teachers is by calling students directly, the method used to build positive attitudes for students by class IV teachers is the question and answer method via whatsapp. , while the method used by class V and IV teachers is to motivate students and how teachers build collaboration between students in solving problems during online learning, where all teachers conduct questions and answers or discuss in class whatsapp groups. In the assessment/evaluation, all teachers do the same thing, namely assessing students based on assignments sent via whatsapp, besides that the fourth-grade teacher also makes visits or calls students to be given assignments. In addition, all teachers also always respond to students who provide feedback on assignments given the response given by the fourth-grade teacher is to answer questions from students, while the response given by the fifth-grade teacher is to explain through voicenotes for students who do not understand, the same thing also done by class VI teachers besides class VI teachers also sometimes write on paper and then send it in the form of photos. As for the assessment of grade promotion, all teachers answered the same thing, namely giving offline tests that were done at their respective homes. This is in line with the results of research by Hilna, et al (2020) who said the Covid-19 pandemic had a very large impact on the learning process, learning that was usually carried out in person was now being shifted to online learning. Students feel bored and bored while carrying out learning. Online learning conducted for elementary school age children is considered less effective. There are several factors that support teachers in the online learning process, namely the availability of mobile phones, quotas, and a stable internet network. In addition to the factors that support online learning, there are also several inhibiting factors for teachers in online learning. The inhibiting factors include not all students have cellphones and the lack of parental supervision. Diana (2020) also stated that the application used in online learning makes it easier for students to access subject matter, however, sometimes it is difficult to connect to the internet network, the quota is relatively expensive, so students find it difficult to stay in online classes and understand the material.

CONCLUSION

Student management in online learning includes time management, student management and learning management. In learning during the pandemic, it directs teachers to be creative in preparing the implementation of learning by providing learning videos according to the material provided through the WhatsApp application, text materials and the teacher also prepares worksheets for students to work on. In addition, supervision of online learning is carried out online through the WhatsApp application and direct visits to students' homes with parental assistance. The assessment carried out in online learning is by asking students to come to school to collect assignments or by sending assignments on the WhatsApp application. The school for now online learning is good enough for students. However, teachers should design online learning that is more interesting and fun for students and can provide convenience for teachers in managing students during the learning process both in terms of facilities and infrastructure, student discipline, assignment, and assessments.

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