Effectiveness of Online Learning During the Covid-19 Pandemic at SMK Negeri 1 Bulukumba

Jamaluddin[1], Nurhaliza[2], Muh Nasrullah[3], Supriadi[4]

[1,2,3]Universitas Negeri Makassar
[4]UPT SPF SDN 13 Selemba

Abstract. Effectiveness is the success that results from an effort made to achieve goals according to the period and the expected results are also appropriate. The purpose of this study was to determine the effectiveness of online learning, and to determine the supporting and inhibiting factors of online learning during the Covid-19 pandemic at SMK Negeri 1 Bulukumba. To find out the purpose of this research, qualitative descriptive research was used. There were 5 informants in this study using data collection techniques through observation, interviews, and documentation. The data obtained from the research results were then processed using data analysis techniques consisting of data collection, data condensation, data presentation, and concluding.

Keywords: Effectiveness, online learning, students.

1. Introduction

One of the needs to support the smooth productivity and competitiveness of the office is the availability of office facilities that can support the success of the office to meet shared needs. The success of an office can be determined by the achievement of predetermined goals. Humans play an important role in achieving the goals of every office but if it is not supported by adequate facilities then the achievement of goals will not run smoothly as planned and expected.

The first case of Covid-19 appeared in Wuhan, China, at the end of 2019. The spread of this virus pandemic was so fast from human to human, from one country to another, that it spread throughout the world, including Indonesia. Based on data from the World Health Organization on July 1, 2021, 128 million cases have been recorded worldwide and 3.94 million have died (Surat Edaran Nomor 4 Tahun 2020 Pada Satuan Pendidikan Tentang Pelaksanaan Pendidikan Dalam Masa Darurat Covid-19, 2019).

March 2, 2020, Indonesia for the first time confirmed a case of COVID-19. Then the development of the Covid-19 distribution map can be seen on the official page of the Covid-19 Handling and National Economic Recovery Committee which as of June 29, 2021, there were 2,135,998 cases of Covid-19 that had spread in 34 provinces in Indonesia with 218,476 active cases, recovered as many as 1,859,961, and died as many as 57,261 (Lemay et al., 2021; Takdir et al., 2021).

In addition to the economic and social fields, the education sector has also experienced serious impact the Ministry of Education and Culture issued a circular on March 17, 2020, to all Leaders of State/Private Universities, Heads of Higher Education Service Institutions, Head of Provincial Education Offices, Head of District Education Offices. /City, Head of the Technical Implementation Unit of the Ministry of Education and Culture with the number: 36952/MPK.A/HK/2020 regarding Online Learning and Working from Home to Prevent the Spread of Covid-19.

On March 17, 2020, the Regent of Bulukumba also issued Circular Number 188.6/781/PEM which instructs as many as 12 points, 2 points of which are to suspend and temporarily suspend the teaching and learning process in TK/RA, SD/MI, SMP/MTs education units, and Non-Formal Education Institutions in Bulukumba Regency and replace them with learning activities at home from March 17, 2020, to March 31, 2020,

Corresponding Author: **Muhammad Darwis**: http://orcid.org/0000-0002-2573-7709
Email: *muh.darwis.unm.ac.id*

and the Head of the Education Unit, Teachers and Education Personnel continue to monitor the progress of student learning activities at home and urge them not to travel out of the house. On December 30, 2020, the Regent of Bulukumba issued the latest Circular Letter Number 288.6/3447/Dikbud regarding the Postponement of Face-to-Face Learning Activities for Even Semesters for the 2020/2021 Academic Year in Bulukumba Regency,

Then after a Circular issued by the Ministry of Education and Culture and a Circular from the Regent of Bulukumba regarding learning that must be carried out remotely or done online, both educators and students must be prepared for situations that have never happened before.

Learning is a process that is organized to teach other people both individually and in groups to achieve the learning objectives that have been set. Ideally learning is able to make students learn enthusiastically so that learning objectives will be easily achieved. The success of learning is influenced by several aspects. One aspect that greatly influences is how an educator carries out learning, starting from choosing learning models, learning approaches, learning strategies, and learning methods (Arhas, 2018).

The sudden change from face-to-face learning to online learning has the opportunity to make learning unable to run optimally. There are many obstacles in online learning that have never been properly prepared before. This change in learning methods, it requires the readiness of all parties to adjust to this condition both from the organizers, participants, and teaching staff in order to achieve optimal learning goals for participants.

Online learning is a learning system that can help the teaching and learning process that is carried out even though it is far away. The purpose of online learning is to provide quality learning services in a massive and open network to reach more and more enthusiasts of the learning space (Jamaluddin et al., 2020; Tahir & Darwis, 2021). Online learning can be done anywhere and anytime, how to interact between students, and students can use various applications or platforms that can be accessed such as Zoom, Google Meetings, classroom, quipper school, WhatsApp, or telegram as needed (Sourial et al., 2018). To access these learning resources or applications, devices such as laptops, computers, smartphones, and tablets are needed (Suprianto et al., 2020).

Online learning uses the internet network with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions. At the implementation level, online learning requires the support of mobile devices such as smartphones or android phones, laptops, computers, tablets, and iPhones that can be used to access information anytime and anywhere (Darwis et al., 2022; Meda, 2020).

Based on observations made on 02 and 29 March 2021 at SMK Negeri 1 Bulukumba class XI Department of Office Automation and Governance that there are various things that happen during learning, namely students accessing applications used such as WA, classroom, and youtube. different students because of the student's residence, meanwhile the student learning process is given material and assignments by the teacher on the application and sent either through personal chat, class groups, or classrooms that have been given a time limit for collection, Even though the time limit for collection has been given, there are still some students who have not submitted their assignments on time, then for subjects that should meet in person or practice, there are problems so that students do not understand the material being taught.

2. Method

This research took place at SMK Negeri 1 Bulukumba. This study uses a qualitative approach and a descriptive type of research because this research seeks to generate data through data collection methods in the form of observation, interviews, and documentation then the results of the research will be described in accordance with the

results of data processing that has been carried out (Sugiyono, 2019). In this study, the types of primary data generated from interviews, documentation, and observations were made directly by researchers, and secondary data were obtained from literature studies in the form of books, research journals, theses, and others related to online learning in the past. Covid-19 pandemic.

To determine informants who meet the criteria and are considered to be able to provide data according to research needs, the informants of this research are 5 people consisting of 1 vice principal, 1 archiving teacher, 1 teacher of automation and office management, 2 students of class XI OTKP 1 and 2. In this study, the researcher acts as the main instrument in collecting data and information by using interview media in the form of interview guides, voice recorders, cameras, and written notes. The description of focus of this study is to find out several indicators in measuring the effectiveness of learning that refer to Slavin's theory in learning include: (a) Quality of Learning (b) Appropriateness of Learning Level (c) Incentives (d) Time (Slavin, 2009).

Activities in qualitative data analysis are carried out interactively and take place continuously until complete and the data is clear. Data collection begins by examining all data from various sources. The data analysis technique in this study uses four data acquisition procedures consisting of data collection, data condensation, data presentation, and concluding (Miles et al., 2020).

3. Results and Discussion

3.1 Quality of learning

The quality of learning is the more information obtained by students, the knowledge of students is increasing and in the end, the effectiveness of online learning is achieved.

Based on the results of interviews with all informants, it can be concluded that the quality of online learning does not go well, this is because at the time the teacher provides material to students, there are still many students who do not have facilities such as cellphones, internet quotas and networks that are less supportive. Then when the subject takes place the teacher gives a little material to students when online and only gives assignments or exercises, students do not focus on the lesson because usually during lessons students also do other activities,

Based on observations made by researchers in the WhatsApp class group, the researchers saw that the teacher provided subject matter during the meeting in word form and assignments to be done but never explained the material and it was also seen that in the group only attendance activities and collection of assignments from each student.

3.2 Learning Level Suitability

The suitability of the learning level is planning before teaching and learning adjustments made by the teacher and the readiness to learn by students in participating in learning. Where learning at least contains the goals to be achieved, indicators of achievement, demand the expertise of teachers in using media, models, and varied learning strategies for students.

Based on the results of interviews with informants, it can be concluded that the suitability of the level of learning is still not good because the teacher has made a design for the implementation of learning before teaching even though during the learning process the teachers often do not convey and explain the objectives to be achieved, indicators of achievement, competency standards, basic competencies. lessons to students. Then the media, methods, and approaches used are in accordance with the design of the implementation of learning such as using the WhatsApp application,

packaging books or modules, and providing materials and assignments that are also conditioned.

3.3 Incentive

In the context of learning, incentives mean art or efforts to encourage students to move to learn activities in order to achieve learning objectives such as generating enthusiasm and motivation so that students complete the given material or task.

Based on the results of interviews and observations of researchers, it can be concluded that giving incentives to students, in this case, does not go well because students' enthusiasm for participating in lessons is still lacking because it is caused by several factors such as providing motivation to students which is rarely done by subject teachers, networks, quotas. and communication tools (mobile phones), teachers who do not enter according to the schedule of subjects, and teachers often ignore students who ask questions it reducing students' enthusiasm for learning. But besides that, the homeroom teachers and some subject teachers also try to motivate students to take lessons and find out if there are students who do not take lessons.

3.4 Time

Study time is the time used by students to study properly and appropriately according to the situation experienced students. The longer students use time seriously to learn, the higher the level of mastery of the material being studied.

Based on the results of interviews and observations of researchers, it can be concluded that giving time to study the material presented and working on tasks in learning has gone well because learning is usually carried out according to the existing schedule, namely at 8-12 noon and for collecting assignments for each student. each subject teacher has given a policy to students regarding the deadline for collecting assignments because the situation and conditions of each student are different.

Discussion

3.1 Learning

Learning is a process that is carried out consciously by each individual or group to change attitudes from not knowing to knowing throughout life. According to Niswaty & Arhas, the quality of learning can be seen in the intensity of the systemic and synergistic linkages between teacher learning behavior, student learning behaviors, and impacts, materials, media, and learning climate in producing optimal learning processes and out-comes (Niswaty & Arhas, 2019). Therefore, improving the quality of learning must be considered carefully because it is one of the supporting factors for improving the quality of education, this is also in line with Sirajuddin, et.al, opinion , including materials or learning experiences (curriculum) as well as the media we use (Saleh et al., 2019). If the learning we do is of high quality, then the material or information presented to students is easy to understand, easy to remember, and applied to students.

Based on the results of the analysis carried out, it can be concluded that the quality of online learning is not going well, this is because there are still many students who do not have facilities such as cellphones, internet quotas, and networks that are less sup-portive. Then when the subject takes place the teacher only gives a little material to students when online, students do not focus on the lesson because usually during lessons students also do other activities, interaction between teachers and students also does not exist because students rarely get a response from the teacher who teaches if you ask about material that has not been understood so that students use google as a helper when studying after that it is limited to giving assignments and then collecting assignments.

Based on observations made by researchers in class groups, researchers saw that the teacher several times gave material in word form but never explained the subject matter and it was also seen in the group only attendance activities and collecting assignments from each student.

Based on the results of interviews and observations made, it can be concluded that the quality of learning at the time of learning is not going well.

3.2 Learning Level Suitability

The suitability of the learning level is planning before teaching and learning adjustments made by the teacher and the readiness to learn by students in participating in learning. Where learning at least contains the goals to be achieved, indicators of achievement, demand the expertise of teachers in using media, models, and varied learning strategies for students.

The learning model must be based on active learning. During teaching and learning activities, students must be active in using their cognitive aspects to build new knowledge (Holden Simbolon, 2015; Salam et al., 2016; Suci, 2019). Learning plans that are prepared by emphasizing various activities that require students to be more actively involved will have an influence on their learning experience. Students who are actively involved during the learning process will have a lot of learning experiences, while students who are less actively involved during the learning process will only gain a little experience.

In addition, learning planning can function as a frame of reference and rules in the development of learning that leads to increased learning and influences the motivation and attitudes of students in such a way that they can achieve a deeper understanding of the subject that must be studied (Yolandasari, 2020).

Based on the results of the analysis carried out, it can be concluded that the suitability of the learning level is not good because the teacher has made a learning implementation plan before teaching even though during the learning process the teachers often do not convey and explain the objectives to be achieved, indicators of achievement, competency standards, basic competencies of the lesson. to students. Then the media, methods, and approaches used when learning takes place are in accordance with the design of the implementation of learning such as using the WhatsApp application, packaging books or modules, and providing conditioned materials and assignments.

3.3 Incentive

Incentives in an effort to achieve teaching goals are tools used to persuade someone to do something they don't want to do or don't do well. It is hoped that the provision of incentives will arouse student motivation, and perhaps interest in the material being taught can arise. Not all teachers are aware of the importance of giving hope and incentives to students. In fact, if the expectations and incentives are given, it can increase student learning motivation because students feel their efforts are well appreciated. Giving hope and psychological incentives will affect the behavior of someone who receives it. The purpose of learning motivation is to move students to want to learn to achieve the desired goals, namely good learning achievement, then creating student learning motivation becomes an important thing managed by the teacher. With the expectations and incentives provided by the teacher, students will feel confident. The form of incentives that can be given can be in the form of other forms of prizes that are more attractive. Not all teachers realize the importance of motivating students through simple things, namely hope and incentives for students who successfully complete, which is one of the tricks to generate student motivation.

Based on the results of the analysis and observations made, it can be concluded that the provision of incentives to students, in this case, does not work effectively because students' enthusiasm for participating in lessons is still lacking because is caused by several factors such as networks, quotas and communication tools (mobile phones), teachers who are not included. according to the schedule of subjects and often the teacher ignores students who ask questions which reduces students' enthusiasm for learning. But besides that, the homeroom teachers and some subject teachers also try to motivate students to take lessons and find out if there are students who do not take lessons.

3.4 Time

The success or failure of the ongoing learning process can be influenced by several factors, one of which is the learning time factor. When and how the time in learning needs to be adjusted to be more effective and efficient in achieving learning targets. According to Nadinloyi time management skills must always be applied and developed in students, especially in students who still lack study time (Nadinloyi et al., 2013). This time management problem is an obstacle and a problem for students in improving learning achievement, there are still many students who feel uncomfortable and always complain because they cannot manage their study time so the time that should be used for learning is wasted. Therefore, how important is it for students to manage study time, so that the desired performance can be achieved. Good student study time must always be applied, but on the other hand, the learning time that students have is not the same, each student has different time management and study times to achieve the student learning achievements they want to achieve, especially during the Covid-19 pandemic like this. , there are students who study in the morning, there are students who study during the day, there are students who study in the afternoon, and there are also students who study at night, because during the Covid-19 pandemic the teachers, students, and educational institutions carried out a policy of doing activities at home (Work From Home).

The atmosphere at the time of learning is also very influential because it can support interest in learning in accordance with the study habits that students like, such as a quiet atmosphere, an atmosphere using music, etc., thus making it easy for students to carry out their learning activities. While studying during the day, many students are tired because they have been active in the morning, so they are no longer interested in the learning process, some even tend to be sleepy. But of course, that's not all students, there are some students who are not affected by this difference in study time. Some students prefer to study in the afternoon or in the afternoon.

Based on the results of data analysis from interviews and observations made, it can be concluded that the time given to study the material presented and work on the tasks in learning has been going well because learning is usually carried out according to the existing schedule, namely at 8-12 noon. Studying from 8-12 noon is also a good time for students because they are still fresh to learn and can focus on learning, while for the collection of assignments, each subject teacher has given a policy to students regarding the deadline for collecting assignments due to the situation and conditions of each subject. different students.

4.   Conclusion

Based on the results of research and discussion, it can be concluded that the effectiveness of online learning during the Covid-19 pandemic at SMK Negeri 1 Bulukumba did not work effectively. In this case, the effectiveness of online learning can be seen through indicators, namely: the quality of learning is not going well, the suitability of the level of learning is not good, incentives are not going well, and time is running well.

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