

Online Learning Management during the Covid-19 Pandemic in Vocational High School

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DOI: 10.35445/alishlah.v13i3.1020

Article Info

Keywords:
Online Learning;
Management;
Pandemic;
Covid-19

Kata kunci:
Pembelajaran daring;
Manajemen;
Pandemi;
Covid-19

Abstract

Research in this area is focused on 1) analyzing school-based use of online learning management, 2) finding patterns, 3) explaining how online learning management strategies work, 4) identifying both supporting and inhibiting factors. This study employs a qualitative case study methodology. Students and teachers were the primary and secondary sources of information for this study. Observation, interviews, and documentation are used in this study to gather data. To summarize: (1) the concept of online learning management can use WhatsApp to convey information and Google Classroom for learning; (2) the pattern used in school management is to use four steps of management functions; (3) the strategy used in online learning management is to assign tasks and responsibilities based on the abilities and skills of teachers involved in the online learning process; and (4) For those who lack an Android phone and an Internet connection, it can be challenging to connect to the network. Some teachers and students have difficulty effectively navigating and utilizing various forms of media. It is expected that the findings of this study will be used as a guide for online learning in vocational high schools during the pandemic.

Abstract

Penelitian di bidang ini difokuskan pada 1) menganalisis penggunaan manajemen pembelajaran online berbasis sekolah, 2) menemukan pola, 3) menjelaskan cara kerja strategi manajemen pembelajaran online, 4) mengidentifikasi faktor pendukung dan penghambat. Penelitian ini menggunakan metodologi studi kasus kualitatif. Siswa dan guru adalah sumber informasi primer dan sekunder untuk penelitian ini. Observasi, wawancara, dan dokumentasi digunakan dalam penelitian ini untuk mengumpulkan data. Ringkasnya: (1) konsep manajemen pembelajaran online dapat menggunakan WhatsApp untuk menyampaikan informasi dan Google Classroom untuk pembelajaran; (2) pola yang digunakan dalam manajemen sekolah adalah dengan menggunakan empat langkah fungsi manajemen; (3) strategi yang digunakan dalam pengelolaan pembelajaran online adalah dengan memberikan tugas dan tanggung jawab berdasarkan kemampuan dan keterampilan guru yang terlibat dalam proses pembelajaran online; dan (4) Bagi mereka yang tidak memiliki ponsel Android dan koneksi Internet, mungkin sulit untuk terhubung ke jaringan. Beberapa guru dan siswa mengalami kesulitan dalam menavigasi dan memanfaatkan berbagai bentuk media secara efektif. Diharapkan temuan penelitian ini dapat dijadikan pedoman pembelajaran online di SMK selama masa pandemi.

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INTRODUCTION

Coronavirus outbreaks in multiple countries are causing us to reevaluate our perspective on the state of the world. Amid the crisis caused by Covid-19, we can see how technology, economy, politics, and education have changed. We must adapt our attitudes and behaviours in response to these shifts, and we must never stop learning. Indonesia is not the only country that has found ways to help students continue to learn and exercise their legal right to an education. UNESCO estimates that at least 1.5 billion school-aged children in 188 countries, including 60 million in Indonesia, are affected by Covid-19 until April 1, 2020. (Rahayu & Wirza, 2020). There has been a significant impact on the Indonesian education sector because of this pandemic. Because face-to-face learning is usually converted into online learning. (Siswati et al., 2020). Teachers and educators will no longer be required to provide students with learning materials and teach them using digital tools if they use technology instead (Mishra et al., 2020).

Online learning is currently inviting pros and cons in the community in the education sector due to the lack of ready resources, facilities and budget (Surkhali & Garbujja, 2020; Tareen & Haand, 2020). Several problems arise from the application of online learning, ranging from complaints from students, teachers and parents of students (Churiyah et al., 2020; Rasmitadila et al., 2020). Complaints arise in the form of network limitations, quota limitations, time constraints, and limited talent in implementing technology-based programs (Adnan, 2020; Irawan et al., 2020). Online learning is an educational innovation involving information technology elements in learning (Carter, 2011; Hannum, 2013). According to Kara (2020), online learning is a distance education system with teaching where teaching activities are carried out separately from learning. Online learning involves technology as a means and the internet network as a system (Adedoyin & Soykan, 2020).

During the online learning period as it is today, it is necessary to have an effective learning method and strategy so that learning can still be carried out and students get the right to education, and of course, it is done comfortably and comfortably (Aziz Hussin, 2018; Simamora, 2020). So to realize all of that, there is a need for learning management. Learning management is all efforts to regulate the teaching and learning process in order to achieve effective and efficient teaching and learning process (Dabbagh & Kitsantas, 2013). The stages in learning management include 1) learning management planning, 2) learning management organization, 3) learning management implementation, and 4) learning management supervision (Berking & Gallagher, 2010; Hellingsworth et al., 2020).

Adhe (2018) conducted a study in which online learning was found to be effective and applicable to undergraduate students. The research also found that the planning and implementation of lessons at the elementary school level had not been done well (Nora Feri, 2017). Preparing good goals, strategies and policy mapping, and implementing program improvements using learning lesson plan design that includes values are essential to good online learning management during the pandemic. Character education can be effectively implemented through future-oriented activities, such as caring for the environment. Infectious disease outbreak and the most recent assessment of educational management is conducted during the covid-19 pandemic (Hartati et al., 2020). Based on the above description and previous research at the undergraduate and elementary school levels, the majority of which were conducted in Java, the researchers were interested in researching learning management during the Covid-19 pandemic at vocational high school in West Nusa Tenggara Regency.

METHOD

It is a qualitative research method, with a case study as the data collection design. A case study was used to conduct this investigation. Individuals, groups, and cultures all play a role in the case study's narrative based on photographs of actual people and events. SMK Negeri 2 Kuripan in West Lombok Regency is the site of this investigation. In order to come up with a research plan, we first

had to figure out what questions we wanted to answer. The next step is to select a location and a sample size for the study. Students, faculty members, and administrators are all participants in this study. The selection of informants who have a thorough understanding of the subject matter and can be relied upon to provide reliable data (Debout, 2016). Data collection and analysis are the next steps. Observation, interviews, and documentation studies are used to gather data for this study (Tellis, 1997). Validity is determined by factors such as a researcher's ability to translate the data into other information forms and verify the results. This method of data analysis involves condensing the data, displaying it, and drawing inferences from that data.

FINDINGS AND DISCUSSION

Online Learning Management in Vocational High School

The implementation of online learning at SMKN 2 Kuripan does not fully use the online system but applies blended learning. This is done for students who do not have adequate learning facilities to do online learning and students who want to go to school. Online Learning in SMKN 2 Kuripan used the WhatsApp group application to communicate. All information related to learning academic and non-academic information is carried out through the WhatsApp group. The homeroom teacher manages group management by including all subject teachers who teach in the class. All learning activities are coordinated by the curriculum field because this field is the person in charge of online learning activities after receiving instructions from the Principal.

In addition to using groups on WhatsApp, the school also uses Google Classroom to share and collect assignments. At the beginning of the use of Google Classroom, there were several teachers who experienced problems, so the school carried out workshops and training. The workshop includes teaching materials, the media used and the preparation needed for online learning. The reason for applying the Google Classroom application is because this application is considered easy and simple to use. However, some teachers also experience obstacles in using it. Thus, the solution from the school is to hold workshops and training on teaching materials, the media used, and other preparations needed in online learning. All teachers carry out online learning in preparing the material to be taught. The material taught has the greatest essence so that students can immediately understand the purpose of the learning material being taught.

Students are given assignments by their teachers as a form of practice and evaluation of what they've learned in the classroom. Students submit assignments via Google Classroom or WhatsApp to their teachers, who then distribute them to their students. After completing the lesson, the teacher is asked to submit a report on online learning to the curriculum area, which is then given to the principal as a report. It is also necessary for the principal to notify the Education Board of any online learning activities. In addition, the school's offline learning strategy includes printing out previously prepared materials and assignments. The curriculum field receives these materials and assignments from all subject teachers and distributes them to students. The class leader instructs students to transport the animals to and from school. If the material is in a task, the class leader assigns it to the students. The school collects assignments that have been completed.

Patterns of Online Learning Management

The online learning management pattern applied at SMKN 2 Kuripan is to apply the existing management concepts, consisting of planning, organizing, implementing, and supervising. This is in accordance put forward by (Berking & Gallagher, 2010; Hellingsworth et al., 2020). The first stage at SMKN 2 Kuripan was to hold a meeting between the curriculum field and the subject teacher as the planning stage. The second is weekly reporting, in which every week the teachers create and send reports online via link reports that contain material achievements in online learning. Students who are not active will be followed up by the guidance and counselling teacher and homeroom teacher. The goal is to find out the problem, such as if the students don't have an Android, the solution is

providing them with offline learning. The school provides supervision for teachers who are constrained in online learning.

a. *Online Learning Management Planning*

Training in preparation for online learning is a part of online learning management planning. Preparation for the homeroom teacher is of paramount importance. The teacher in the homeroom is the driving force behind online education. There is a lot of information to cover, including how students can join the class, how they can study, and how they can take tests that are conducted online.

b. *Online Learning Management Organizing*

Whatsapp groups for teachers and homeroom teachers is to manage online learning. Both the teacher's limitations and the students' obstacles in online learning can be overcome through the coordination and discussion in these groups. It is very beneficial and effective to follow up on the discussion's outcomes. Direct meetings can be held if urgent issues need to be addressed immediately.

c. *Online Learning Management Implementation*

Online learning management is implemented by the principal submitting a request for online learning from the curriculum team. The curriculum team is primarily responsible for driving this online learning, beginning with preparation, implementation, and evaluation; it will then be reported to the school principal. On the other hand, the curriculum meets all of the needs of the teacher who will be teaching. WhatsApp is used for online learning. Classification is done this way. The homeroom teacher oversees a group that includes all of the other teachers in the school. The class's WhatsApp group serves as the central hub for all communication, including announcements, orders, and instructions. Because of its simplicity and ease of use, Google Classroom is frequently used for educational purposes. There will be workshops on creating online teaching materials, support for quotas for teachers and students, and wi-fi for teachers whose homes don't have internet access.

d. *Online Learning Management Supervision*

Supervision of online learning management is carried out to see how this learning is progressing and ensure the initial plan goes well. Supervision is carried out through the WhatsApp group. The curriculum field as the person in charge of online learning activities is included in all WhatsApp groups, both teacher WhatsApp groups and class groups. Everything is monitored through the group daily. For example, what class is learning and what material is through the class group.

Strategy of Online Learning Management

The online learning management strategy is carried out by considering several important things (Tucker & Gentry, 2009). This is in online learning that not to determine unilateral policies, not to harm all parties involved (McGrath & Bernauer, 2017). Therefore, the first thing to do is to coordinate well with all the parties involved. Thus, the teachers determine the strategy together to be accepted by all. In carrying out intense coordination in seeing the course of online learning, the curriculum sectors enter all class groups and homeroom teachers to find out whether the learning is running or not. In addition, it handles if there are obstacles experienced by teachers or students who cannot enter Google Classroom and other obstacles; thus, the main goal of this class group is to monitor the progress of learning to make it easier and more comfortable. Learning management strategies are carried out if online learning cannot be done, the school conducts offline learning with the teachers being asked to print the material being taught and the tasks to be given, then the students take them to school or the teacher makes a home visit to provide the materials and assignments to the students.

Supporting Factors of Online Learning in SMKN 2 Kuripan

Supporting factors in online learning management are good communication between teachers and the curriculum team as the person in charge, sufficient school facilities, internet network facilities, a good IT team, and an active website. Further support is quota facilities provided to teachers and students through BOS funds. The government provides a policy that BOS funds are used to buy quotas and given to teachers and students. Purwanto et al. (2020) revealed that facility is very important for the smooth teaching and learning process, such as laptops, computers, or mobile phones, making it easier for teachers to provide online teaching and learning materials. In other ways, communication is.

The inhibiting factor in online learning management is the lack of IT skills for both teachers and students, making it difficult for the online learning process to occur because online uses media or technology that may be rarely used. The solution from the school is to hold pieces of training. The school provides video tutorials directed through youtube to make it easier and for the teachers to direct learning via the internet. The next obstacle is the limitations in online learning, especially in practical learning. Whereas, practical learning is an essential lesson in Vocational High School because it is not only theory that is learned but also the practice of tools and machines that students have to learn and master.

CONCLUSION

SMK Negeri 2 Kuripan's online learning management system is a hybrid of online and offline components. Students are encouraged to use WhatsApp and Google Classroom as part of the online concept. While using Google Classroom to learn, all information and announcements are sent via the WhatsApp messaging app. Schools typically follow a four-step management pattern when implementing online learning management systems. Planning, organizing, implementing, and supervising are the four management functions. Using online learning management strategies, teachers, subject matter experts, and students all work together to achieve common objectives. They each have specific tasks and responsibilities, and they all receive training on how to use the various media tools available in online learning. Having a good and solid team, school facilities that support online learning activities, most students and teachers who have android phones and have internet quotas, and assistance from BOS funds that are used to buy internet quotas and are given to teachers and students are some of the supporting factors for online learning management. The BOS Fund is an Indonesian government program that aims to improve educational opportunities in Indonesian schools. The Board of Supervisors (BOS) allocates funds. However, some students and teachers have not been able to use the media effectively because they do not have an android smartphone or an internet quota. As a result of this study, vocational high schools that are using online learning during the pandemic can use this information as an input.

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