

ONLINE LEARNING MODELS IN THE ERA OF COVID-19 ONE ROOF JUNIOR HIGH SCHOOL LEVEL (SATAP)

Marien Pinontoan
UNIVERSITAS NEGERI MANADO
e-mail: marienpinontoan@unima.ac.id

A. Introduction

The world of education around the world was shocked by the Covid-19 tragedy which disrupted the system and process of providing education. Indonesia is no exception, all educational agendas must adapt to conditions of change that change very quickly (accelerative). This must happen because the corona virus outbreak is progressing so quickly and threatening human life that governments around the world are taking strategic steps to prevent its transmission from causing disruption to all aspects of human life, including in the field of education.

The government, through the ministry of education and culture, research and technology, is taking steps to develop learning strategies at all levels and types of education with online (in-network) internet learning either through *WA*, *Zoom*, or through other electronic media. At the beginning of this policy, on the one hand, students were happy because they were studying at home and having fun holidays. Likewise, parents were happy because they no longer bothered to pay for transportation costs and children's snack costs. When the online learning process takes longer, new issues arise, parents find it difficult to replace the teacher's role in mentoring and learning services for children. Children also feel bored studying at home and feel isolated among their peers like at school.

The symptoms of this problem are reinforced by the teacher's problems in designing interesting learning materials and media online for each field of study. Many teachers continue to carry out learning tasks manually by lecturing with one-way communication while giving assignments, but a number of teachers are trying to design so that learning material is easy to present, easy to know and understand and mastered by students through electronic media, even though they are not free from problems related to networking. internet, data credit quota, electricity network, as well as media for smartform devices or laptops that are not yet available for both teachers and students. This problem requires new breakthrough capabilities for local governments, school principals, teachers and parents of students so that the implementation of education in the working areas of each school runs optimally.

B. Conceptual Study of Online Learning Models

Learning by using Information and Communication Technology (ICT) existed long before the Covid-19 outbreak. The concept and implementation of ICT-based learning has been carried out through the Distance Learning education process. The aim is not only for equal distribution of education throughout the country, including in the 3T regions (Remote, Disadvantaged, Frontier), but also to improve the quality of local education services. Jaka Warshina's research, (2013: xv) found 5 principles of learning by using Information and Communication Technology online, namely (!). Principles of Empowerment (*Empowering*), (2). The principle of growing from the bottom (*botton up*), (3). The principle of sustainability (4). Principles of the modern learning approach (*Modern Approach Learning*), (5). Principles of Partnership (*Patnership*) . These five principles have encouraged teachers to improve the quality of learning, motivated students to carry out learning assignments, and invited community participation to send their children to higher education. With the

enactment of the *E-Learning* learning approach, the development of information is accelerating in line with the rapid development of computer media and the development of internet networks. Computers are no longer just data processors but also play a role and function as information senders but also as information processors, through these two functions the computer is used as internet-based technology (Eddy Harianto, 2013: 1). In its development, there has been a combination of learning media, namely using computer learning media for learning resources and learning citizens can use Smartphone media where both use the internet network so that the learning process takes place in the internet network with the term learning in the network (Online Learning). The concept of learning *e-learning* is actually a new term for learning in the network (Online), where the internet has a potential and strategic role in the learning process both as a learning resource, learning media and support for managing the learning process where the computer technology center has developed a portal of teaching materials provided the name EducationNet. This portal contains learning materials, educational community discussion forums, and the school's website, besides *e-learning* it is also used as a vehicle for developing learning materials and learning media by utilizing internet channels (Kusnandar in Edy Herianto, 2013: 2), so that this media becomes effective when implementation of the learning process in the era of the co-19 pandemic.

In the online learning process at the junior high school level, subject teachers are required to prepare learning materials for each field of study according to the curriculum and packaged in the form of video learning with fun learning methods and techniques marked by the packaging of learning media that is based on learning material in the style of and techniques of each subject teacher. This concept is in line with UNESCO's views in linking ITC (*Information Communication and Technology*) with education and the economy, namely: "Increasing the extent to which technology is used by students, teachers, communities and the workforce by incorporating technological skills into the school curriculum with a *Technology Literacy approach*" (Cepi Riyana, 2020: 750). This is confirmed by Deni Dermawan (2020: 639) that "Technology can be perceived as ideas, processes and results where in the world of technology itself no longer limits itself from research, where they need space and time facilities and even other equipment or instrumental tools *and* facilitated by the Media". Therefore, the teacher's creativity is required to find and find learning strategies starting from language style, illustrations in the form of animations supporting learning materials, introductory learning materials, contents of learning dialogue learning materials, and problem solving assignments in the right time so that it is not boring for students. Learning materials are designed within one semester of the first stage and one semester of the second stage. All learning materials and media are made in the form of videos and explanations and then the material is presented according to the learning schedule. Space is given for solving technical problems when there are technical problems for students in the learning process by way of direct visits by fathers/mothers of teachers to students using health procedures.

C. Planning for Online Learning Models in the Covid-19 Era

Every teacher is required to prepare for the online learning process starting with optimal planning as preparation for learning for students in One Roof Junior High School level schools, especially those in rural areas.

1. Stages of Planning the Online Learning Model

At this stage there are things that need to be considered as follows;

- 1.1. The school is under the responsibility of the school principal to coordinate with the local district education office and the relevant government to ensure that there is an internet network in the geographical area of the school.
- 1.2. The school, in coordination with the principal and class teacher, ensures that every student in family coordination has an HP/Android, laptop communication media for the benefit of the online learning process from home, and/or from school.
- 1.3. The teacher, in coordination with parents, ensures that students have sufficient data pulses for the benefit of the online learning process.
- 1.4. It is ensured that the teacher has a lesson plan according to each subject complete with materials, learning media, student worksheets and assessment instruments.
- 1.5. The teacher ensures the implementation time for online learning and is delivered repeatedly until the implementation time is determined by setting the learning process via the zoom link, or via WA.
- 1.6. The teacher makes sure that he masters the technical operations of online learning and explains them carefully to students so that students can easily take part in online learning.

2. Stages of Implementation of the Online Learning Model

At this stage there are things that need to be considered as follows:

- 2.1. The teacher starts learning activities on time marked by checking student attendance, as well as monitoring students' difficulties accessing the specified zoom or WA link
- 2.2. The teacher starts the lesson according to the learning stages in the available learning implementation plan.
- 2.3. At the stage of presenting learning material the teacher explains the introduction of learning material, learning objectives and the target of mastery of learning material to be achieved.
- 2.4. The teacher explains gradually in a clear voice, in a cool and pleasant language style accompanied by concrete examples, while detecting the development of students' understanding of material explanations and concrete examples, before entering or moving to the sub material stage the subject of the next discussion.
- 2.5. The teacher creates conditions for student dialogue both in the form of student questions and in the form of joint discussions by paying attention to the set time duration.
- 2.6. Learning media prepared by the teacher through operator assistance can be used in the form of animated images, videos or film footage that stimulate students' interest for maximum attention to the subject matter and make it easier for students to know and master the subject matter.
- 2.7. To enrich and deepen the subject matter the teacher prepares student worksheet material online which is done from home by students.
- 2.8. For certain subjects such as English, Science and Mathematics which require extra training, special assistance is required through video or film media which are intentionally made by the teacher for student enrichment after the lesson is over.

3. Stages of evaluating the results of the online learning model

At this stage there are things that need to be considered as follows:

- 3.1. The teacher ensures that the process of implementing online learning is running well and smoothly.

- 3.2. The teacher ensures that the subject matter has been explained in stages in a clear order supported by learning media that makes it easier for students to know, understand and master the subject matter.
- 3.3. The teacher ensures that he has been given opportunities for dialogue over student questions and discussion of subject matter that has not been understood.
- 3.4. The teacher ensures that he has made a Student Worksheet with a question construct that refers to the learning material after analyzing the level of difficulty of the questions according to the weighting of each question accompanied by answer keys to serve as the teacher's guide and reference.
- 3.5. The teacher ensures that the student's ability to work on the LKS in accordance with the answers has been taken into account by the teacher in line with the clarity of the subject matter taught by the teacher and the clarity of the questions according to the material and the teacher's explanation accompanied by an explanation of the child's logical thinking if they need answers to the analysis of the answers to the subject matter questions.

D. Mechanisms of Online Learning Models in the Covid-19 Era and the Challenges

1. Planning for online learning by the school is the initiation of the school principal through a video call meeting of the teacher staff, followed by a meeting with parents of students as a learning solution in the era of co-19.
2. The principal enters into a contract with the operator to assist teachers and students with internet access and its operations. Furthermore, the teachers make learning plans based on the curriculum of each field of study complete with learning media or tools.
3. Operators make animated learning media based on learning materials then operators and teachers record in the form of animated videos and learning materials briefly, concisely and clearly.
4. Operators and teachers coordinate online learning preparations for parents and students and set learning times according to the school's learning schedule for the subject areas of each class.
5. Learning is carried out in trials according to the hours and learning materials are then evaluated. Based on the results of the evaluation, improvements were made to modifications of learning materials and media through a stabilization process for all fields of study via video calls, WA, and continued using the zoom link.
6. Implementation of learning takes place according to schedule and is continued with teacher assistance for students who experience difficulties at home using health protocols. where the learning process lasts for 12 effective weeks for each field of study by continuing to revise the substance of learning materials as well as operational materials and techniques online learning activities.
7. At the stage of knowing the results of online learning, it is necessary to pay attention to the following matters:
 - (a). Materials and learning processes for certain subjects such as PPKn, Social Sciences, and Indonesian tend to be liked by students, easily known, understood, understood and mastered by students because the material and animations can tend to be interesting so that students learn actively and enthusiastically which is expected to gain max value.
 - (b). Science learning material and process students may experience difficulties for students to know, understand, understand, and master learning material

because what is shown through animation is difficult to practice and try out so that during practicum, you have to open the animation to see the model and technical process as well as the practicum process. .

(3). The learning material and process from Mathematics subjects also has the potential to have a number of students having great difficulty knowing, understanding, comprehending, and mastering learning material because the learning material that is poured through animation is difficult to practice because their basic mathematical abilities are weak so they tend to need assistance at home using health protocols.

E. Alternative Solutions to Online Learning Models in the Covid-19 Era

1. Planning for online learning is a necessity in the industrial era 4.0, specifically and dealing with the co-19 pandemic. There is a need for readiness on the part of school leaders to mobilize all subject teachers to prepare and implement curriculum and learning materials accompanied by superior learning media and techniques. The initiative of the school principal is decisive for planning and coordinating with related parties, operators, parents and the education office to facilitate the preparation and implementation of online learning in schools. This is in line with the view of Suzanne Kindervatter (1979), which is known as (*Empowering Process*) , namely the process of strengthening the potential internal resources.
2. Technically planning online learning by each subject teacher requires operator assistance to include animated applications of learning material in the form of video recordings to be tested repeatedly towards optimizing the content of the material and learning media so that students can easily follow to know, understand, understand and master the learning material. This is confirmed by Gunawan (2013: 25), that students need to be given the skills to observe, classify, measure, measure, communicate, interpret data, and experiment in stages according to the level of children's thinking abilities and subject matter that is in accordance with the curriculum. Therefore, in the learning process, it is necessary to have the readiness of the students, parents, teachers and operators both during implementation, technical implementation and the constraints faced by teachers and students in the learning process.
3. Learning outcomes have the potential to vary in results by study group. It seems that the PPKn, Social Studies and Indonesian language study groups are easier to understand and understand than are mastered by students compared to the Science and Mathematics study groups. This is more due to the possibility of students' basic abilities for the respective study group. For this reason, it is necessary to have a Discovery Learning learning approach as stated by Roos Tuerah, (2018: 81) by using the steps to identify student learning needs, pre-selection of learning material concepts, selection of learning materials and learning material problems, determine the roles of each and determine class settings (rooms) for online learning.
4. With school-level online learning planning, it is an initiative by school principals to deal with educational problems during the Covid-19 pandemic by coordinating internally with the school, searching for and contacting internet operators and coordinating with related parties.
5. Online learning planning for each subject teacher is carried out in the form of preparing learning materials and media according to the junior high school curriculum, then assisted by operators to record material and animations of learning media in the form of videos which continue to be tested repeatedly to obtain optimal learning process material maximum and optimum.

6. To find out the results of the implementation of learning in the field of study at the SMP Satap level, teacher readiness is needed both in school-level macro planning and micro planning at the technical level of the learning process by the teacher. The macro level is related to coordination at the school level with related government parties, parents, teachers, operators. While the micro level is related to the teacher's activity regarding learning materials, learning processes and student worksheets after examining the level of suitability of questions with subject matter and answer keys prepared by teachers, students, operators in the process of implementing online learning.
7. The full support of the government is needed to prepare online learning infrastructure and facilities, especially internet networks, electricity, quotas and computer learning media, laptops and smartphones for students and teachers, and the head of the Education Office should immediately adopt a policy to carry out online learning at the junior high school level on the one hand and on the other hand teachers to continue to optimize their professional potential in preparing materials and media as well as carrying out online learning processes optimally, which is supported by the readiness of parents to continue to encourage and monitor the learning process of children in collaboration with teachers and schools.

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