

## **Implementation of Online Learning during the Covid-19 Pandemic**

**Nur Ramadhani Muthmainna<sup>1</sup>, Nur Ahyani<sup>2</sup>, Achmad Wahidy<sup>2</sup>**

<sup>1</sup>SMK Negeri 1 Gelumbang, Indonesia, Universitas PGRI Palembang, Indonesia

Corresponding author e-mail: [nurramadhanimuth@gmail.com](mailto:nurramadhanimuth@gmail.com)

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**Abstract:** Students are expected to easily and comfortably accept online learning. This paper intends to outline how online learning was implemented at SMK Negeri 1 Gelumbang throughout the covid-19 epidemic. This study employs a phenomenological research design and is qualitative in nature. Purposive sampling was the technique that was employed. Observation, documentation, and interview-based data collection methods. Utilizing the triangulation technique, the validity of the data is tested. Interactive analysis, which includes data gathering, data reduction, data presentation, and conclusion-making, was used to obtain data analysis from the outcomes of data collecting. The findings indicated that, despite a few roadblocks, the online learning program at SMK Negeri 1 Gelumbang could be regarded to be operating successfully. Teachers at SMK Negeri 1 Gelumbang have access to Wi-Fi, and students receive free quotas as supporting elements for online learning. The low level of technological proficiency, the absence of parental involvement, and the challenging accessibility to the internet were the challenges identified.

**Keywords:** Covid-19, Implementation, Online Learning

### **A. Introduction**

The current Corona virus outbreak, also known as Covid-19 (Corona Virus Disease-19), has stunned the entire world. In just a few months, this virus spread rapidly throughout the world, including Indonesia, after starting in the Chinese city of Wuhan. All factors have changed as a result of the Corona virus epidemic that has spread throughout several nations. Face-to-face instruction has been replaced by distance learning or online (online) education as a result of changes in the economic, cultural, technological, political, and educational fields.

The factors hampered by the Corona virus epidemic have not remained silent despite the adjustments. The epidemic has been combated in numerous ways. Policies are put in place to ensure that work is done in places like offices, businesses, and schools continues to serve the community and kids at the school level. The government advises stopping classroom instruction and switching to online learning in order to stop the virus's chain of transmission.

The workforce can be prepared before entering the workforce so that their knowledge and skills are in line with the demands of a job by receiving an education, which is one way to create quality and professional resources (Widayatsih, 2020). In order to carry out good, smooth online learning without any impediments and be comfortably accepted by students, the idea of integrating online learning must actually become a concern of schools. In the field of education, there are many challenges that must be overcome. This is especially true for Indonesia, where pandemic-affected pupils must still be taught. Online learning is one of the finest ways to continue studying or educational activities even though the technical infrastructure and educational system are not yet in place. Online learning hasn't yet been thought of as a method of learning; it has only been thought of as a notion and a tool or instrument utilized in learning. In spite of this, online learning does not replace in-person instruction or simply give students a ton of homework.

Online learning should be designed to assist students in using technology more creatively and understanding it in the digital age. In the future, everyone will need to be able to access and use technology because it is used in many activities, including receiving and delivering information. Similar to how adults utilize technology, students must be able to do so effectively. They must be able to use technology to learn, create technological innovations, add to and refine scientific ideas, and ultimately develop into lifelong learners. In order to apply tactics that will subsequently be employed in online learning, teachers must be capable of doing so.

The Corona virus pandemic is indeed a factor that is changing the world today. The world seemed to move slowly and even stopped for a moment. Even the superpowers and modern countries are feeling the impact of this very fast pandemic. Indonesia itself, so far almost all fields have experienced a decline, although some have begun to be activated. Of all the fields that have started to be activated, only the education sector has not really been activated face-to-face as before. The learning process only relies on online. Even new students have never entered school just to say hello to fellow classmates. Let alone meet their teachers.

This is of particular concern to the government so that it continues to make the best policy to stop the spread of the Corona virus until it completely disappears from this country so that all fields, especially the education sector, return to normal. It is a tough task for educators in the world of education or schools to create good and appropriate strategies and concepts to continue to provide services for students in terms of learning. The Corona virus pandemic has forced affected countries to make good strategies and policies in order to keep the learning and teaching process going even in the midst of a pandemic. Indonesia is no exception, before the virus entered Indonesia the government had prepared strategies and policies in the education sector so that the teaching and learning process could continue and of course in

stopping the spread of the virus in schools. The strategy used is to do distance learning which is called learning in the network or commonly called online.

The online implementation is not as smooth as face-to-face learning. The online learning process during a pandemic is of course carried out using technology. As a result, teachers and students have to adapt to the situation, including parents who have to facilitate their children to be able to take part in online learning. Online learning that took place during this pandemic seemed to surprise educational actors because it was the first time it had been implemented not only at SMK Negeri 1 Gelumbang but nationally, a curriculum revision policy was needed to adjust to conditions in each province, city and district.

Principals must be responsive and alert in waiting for directions from the central government. Data obtained in the field, at SMK Negeri 1 Gelumbang, showed that with the enactment of this regulation, some educators at the school responded well and not well. This happens because the system suddenly changes, the teacher's learning and teaching process is too fast, the implementation of learning is only focused on giving assignments so that students experience difficulties in completing assignments, besides that parents must continue to accompany their children in learning even though they have to thinking about work for survival.

Various adjustments to education policies during the Covid-19 pandemic have become separate achievements for the Ministry of Education and Culture. Among them is a policy regarding internet quota assistance to students, teachers, students, and lecturers, to facilitate online distance learning. Free quota is the right policy in the midst of a pandemic. Limitations of infrastructure such as laptops or cellphones owned by parents of students, difficulty accessing the internet, unstable electricity conditions, and limited internet quota provided by parents of students.

Based on the results of the initial study conducted, the teacher had difficulty communicating with parents as mentors for students at home. Not all parents of students are able to help their children study at home because they have other responsibilities such as work affairs, household affairs, and so on. Parents experience difficulties in understanding lessons and motivating children when accompanying them to study at home. Students have difficulty concentrating on learning from home and complain about assignments from the teacher. Increased feelings of stress and boredom due to isolation at home also cause students to feel anxious and depressed. In addition, the obstacles found are frequent power outages and signals that do not support students in participating in online learning. In addition to the strength of the internet network, there are also some students who do not have communication devices such as smartphones, the weak quality of the internet network makes this online learning process not run optimally. As a result, some students have difficulty understanding the subject matter given. This online learning

process also makes it difficult for teachers to measure the extent to which students understand the material provided.

Based on the background above, research was conducted on the Implementation of Online Learning During the Covid-19 Pandemic at SMK Negeri 1 Gelumbang. This research was carried out to find out the application of online learning at SMK Negeri 1 Gelumbang, because online learning was carried out simultaneously in Indonesia after the existence of a government policy regarding the prohibition of face-to-face learning. This was done to prevent the spread of the Covid-19 virus.

In the end, in the midst of this corona virus pandemic, in the field of education, especially school principals with all directions and policies, they must be able to invite teachers, students and parents to be equally aware of the current conditions so that they are able to fight together in carrying out the learning and teaching process in an effective manner. online as expected and students get their rights as students, namely knowledge in the new world, namely the digital era. The easier it is to get knowledge with technology, the insights you have will not be far from others depending on the seriousness and earnestness of learning to seek and study this knowledge.

## **B. Methods**

This research will examine the Implementation of Online Learning at SMK Negeri 1 Gelumbang. Therefore, the focus of this study will be more on instructors' efforts, motivating factors, and challenges that both teachers and students face when implementing online learning. The research was carried out at SMK Negeri 1 Gelumbang from August to September 2021. Teachers who worked at SMK Negeri 1 Gelumbang, as well as children and their parents, served as the study's informants. This study combines a qualitative approach with a descriptive paradigm approach. A triangulation of data gathering methods (including observations, interviews, and documentation) was used. Finding hypotheses, constructing phenomena, and understanding meaning are the outcomes of qualitative research, which is inductive and qualitative in character.

## **C. Results and Discussion**

The study's findings offer the data and expertise required to give a solution. The study's findings are presented as extracts from interviews with informants that explain their responses to questions about the deployment of online learning at SMK Negeri 1 Gelumbang and the motivating and impeding elements for that implementation. According to Alessandro (2018), online learning is defined as learning that is conducted using technological equipment such as internet networks and applications in accordance with needs. This means that learning is not entirely

conducted face-to-face but rather through internet networks. utilized as a framework for online education.

The Covid-19 epidemic has altered many facets of modern life, including the field of education. Policies for social and physical segregation are put in place to limit the spread of Covid-19, and they encourage all aspects of education to be active in the classroom even while instruction is done online. The best way to reduce the spread of epidemics in kids is to restrict learning while they are in school. The deployment of standard face-to-face/offline learning has been replaced with online learning as a result of the Covid-19 epidemic. All educational units are urged to use online learning because of a Circular Letter addressing online learning and working from home issued by the Minister of Education and Culture of the Republic of Indonesia to stop the spread of Covid-19.

This affects how learning is put into practice. In connection with this, whether it involves the use of models, methodologies, or learning strategies, the teacher must be able to create policies, like it or not. According to Syahrial et al. (2019), teachers need to be able to position themselves and adjust. In order for the teacher's learning strategy to be successful in terms of instructing students, the learning model or methodology currently in use must be changed.

The goal of online learning is to offer top-notch educational services over a vast, accessible network that reaches more and more avid study room users. Online learning is a method for implementing social distance in order to stop the chain of spread of the Covid-19 pandemic (Handarini and Wulandari, 2020). Since online learning refers to learning that is completed by students whenever and wherever they need to, either remotely over the internet. It is believed that one tactic is to avoid crowds in order to practice social distance.

According to Tuah & Naing (2021), the usage of mobile technology in educational institutions significantly aids in the completion of remote learning objectives. Additionally, a variety of media can be employed to help incorporate online learning. Using platforms like Google Classroom, Edmodo, and Schoology, for instance, are virtual classes. Here, the teacher's dual roles as educator and teacher are crucial. Instead of learning how to stop the corona virus from spreading, remote learning is being implemented in the midst of the Covid-19 pandemic. Integrating learning resources with learning programs that are suitable to their qualities, requirements, and situations, online learning enables students to get education at all types, paths, and levels independently. Online education is anticipated to solve the issue of opportunity disparity and enhance quality, relevance, and effectiveness in the field of education by removing barriers like distance, place, and time. Because of this, the implementation of distant learning must take into account the learner's characteristics, learning goals, and learning process.

Therefore, the goal of online learning is to give citizens, particularly pupils at SMK Negeri 1 Gelumbang who are unable to participate in traditional face-to-face learning in class with their classmates, educational opportunities. According to Firman and Sari (2020), implementing online learning (in the network) is a learning activity that needs an internet network with connectivity, accessibility, flexibility, and the capacity to produce many forms of learning interactions. Then, Sofyana & Abdul (2019) explained that during a pandemic with online (online) mode of learning, teachers and students are required to be able to utilize all available resources for learning.

Online learning is a learning system that is carried out not face-to-face, but uses a platform that can help the teaching and learning process which is carried out even remotely. The use of social media in education includes the resources in issue. YouTube, WhatsApp, Facebook, Instagram, and Telegram are just a few of the social media platforms that are frequently utilized and are widely used by the general public, including instructors and students. As chat/messaging applications, Whatsapp and Telegram are more well-known.

One of the programs that is frequently utilized in online learning at SMK Negeri 1 Gelumbang to assist discussion, instruction delivery, distribution of instructional materials, and assignment collecting is WhatsApp. Whatsapp is an instant messaging system that uses internet data and looks like an SMS but has appealing auxiliary features (Maolida and Anjaniputra, 2018). The teacher selected this application because of its features, which are both very user-friendly and financially effective. Whatsapp is regarded as the most user-friendly and well-liked tool among numerous online media. Because WhatsApp features can help people share knowledge, develop manipulative skills, speed up the learning process, foster an evaluation process, and enhance communication, creativity, critical thinking, and problem-solving abilities among students, it also has the potential to be used as an online learning tool.

Online education on WhatsApp takes place in group chats. There are pedagogical, social, and technological advantages to Whatsapp groups. The implementation of online learning is assisted by this application. WhatsApp groups enable members to share ideas and learning resources, facilitate online debates, and make specific announcements (Susilawati & Supriyatno, 2020).

The Whatsapp Messenger software can boost students' passion for learning and hasten the formation of study groups for the purpose of acquiring knowledge. Whatsapp Messenger Group offers online collaborative and collaborative learning facilities between teachers and students or fellow students at home or at school. It is also a free app that is simple to use. These are some advantages of using Whatsapp

Messenger Group in learning. (1) You can share comments, text, photographs, videos, audio, and documents in WhatsApp Messenger groups. (2) WhatsApp Messenger groups facilitate the distribution of announcements and the publication of one's work in groups, (3) Using numerous WhatsApp Messenger Group capabilities, information and knowledge can be quickly developed and shared (Napratilora et al., 2020).

Whatsapp has several benefits as an online learning tool, including low cost and the ability to be used anywhere without the need for a strong signal. It is also very user-friendly, making it simple for both those who are new to technology and those who are accustomed to it to use (Handika, 2020). The use of WhatsApp as a learning tool has limitations as well, such as communication tools that limit the number of video calls that can be made and prevent face-to-face instruction.

The decision to use WhatsApp as an effective online learning tool was made based on the fact that it is regarded as a tool for learning that is successful in meeting learning goals and is efficient in its funding. WhatsApp features that allow for the sharing of documents and links can be used to distribute and collect assignments. Since virtually everyone has WhatsApp, using it for online learning is highly convenient and easy because it is so widely used.

This research resembles that of the usefulness of WhatsApp as an online learning tool. This report Mirzon Daheri et al. (2020), who investigated talks about how many schools use WhatsApp for their online schooling. The fact that both studies are looking into online learning in schools makes the research by Mirzon Daheri et al. and the research the researchers are now performing similar. The research that is now being done contrasts with that of Mirzon Daheri et al. in that it examines the application of online learning in Vocational High School students rather than merely Whatsapp use. Meanwhile, a study by Mirzon Daheri et al. looked at WhatsApp's suitability as a tool for online education.

Telegram is a modern program that mixes instant messaging with files, much like Whatsapp. Telegram can be used on desktop and mobile platforms. Users of Telegram can send files in any file format (pdf, doc, zip, mp3, etc.), as well as text, photos, music, video, stickers, and other types of media. Telegram's advantages include its ability to connect from even the most remote locations, manage groups of up to 1000 participants, sync chats across all devices, send documents of any type, protect business secrets with private encryption, time messages with timers, store cloud-based media, and allow users to create their own tools directly on the telegram application.

Similar to Whatsapp Group, the Telegram Group software for online learning enables professors and students to interact, ask questions, and receive responses from one another.

There will inevitably be moments when students who receive their instruction online will have questions about how to proceed or about concepts they don't understand. Even when learning is done online, a good teacher is one who can reply to questions from his students and provide them feedback.

It is known from research findings that teachers frequently integrate several online learning applications when putting learning into practice, and teachers who were questioned for the study verified this. Based on Dube (2020), who believe that using a variety of applications when implementing learning is crucial for effective online learning, this action is indeed acceptable. Additionally, O'Flaherty and Phillips (2019) indicate that a suitable combination of applications is a combination of asynchronous and synchronous applications that are utilized alternately in order to ensure that learning does not feel boring and that a variety of learning approaches are employed. Additionally, Dube (2020) contend that using a variety of online learning applications must be matched with the usage of a wide range of learning resources. Although it is required to employ collaborative online learning applications.

It must be stressed that choosing learning apps must also be based on the thoughts and expectations of teachers and students in order to meet the requirements of implementing online learning. When choosing the mix of online learning programs to be used, there are a number of factors to take into account. 1) The program is cost-effective; 2) It doesn't consume a lot of device memory; 3) It functions well as an application for online learning, both in theory and in practice; and 4) It contains characteristics that can assist online learning.

Teachers at SMK Negeri 1 Gelumbang have access to Wi-Fi, which enables them to give pupils with online learning materials, and students receive a free monthly allowance of 10 GB from the Ministry of Education and Culture. The school keeps track of students' cellphone numbers so they can report to the education office for free quota assistance so that each student gets a study quota to facilitate the online learning process without having to ask parents for quota fees again. This can help students in the learning process that is transferred online and of course requires quite a bit of money, especially when using quotas frequently. Students can hunt for learning resources from the internet and other sources regarding content that has been presented by their teacher online with the aid of their internet quota.

Based on the results of interviews between researchers and teachers at SMK Negeri 1 Gelumbang, it shows that there are obstacles that often arise in the online learning

process, including: (a) not all students use cellphones independently, especially in low grades students cannot operate online applications for independent learning so that students are often late and cannot follow all learning activities properly; (b) there are still parents who have not been able to accompany students optimally, so that teachers find it difficult to monitor student learning activities and progress at home. This will certainly hinder students in terms of collecting assignments or learning bills, there are still some students who collect assignments late; (c) the internet network is less stable, especially in certain areas the internet signal is still not strong enough. This is sometimes also caused by the provider that students use to access the internet, so that learning activities will be disrupted; (d) the limited time used in online learning, this causes the teacher's explanation of certain materials not to run optimally. In addition, teachers also find it difficult to monitor the character or attitude of students when learning at home, confirms that of all learning through e-learning not all students can be successful (Rahayu & Wirza, 2020). This is due to several factors such as the learning environment and the different characteristics of students.

In order to overcome the obstacles that arise in online learning, schools have taken several strategic steps including: (a) teacher capacity building related to mastery of digital technology. SMK Negeri 1 Gelumbang continues to upgrade teachers' abilities regarding skills in developing learning media and content to improve the implementation of online learning during the Covid-19 pandemic by encouraging teachers to maximize the use of Google class and google form rooms; (b) the use of more varied and interactive online learning media to reduce student boredom in learning. Schools provide assistance in managing learning to make it more interesting and fun by using media that can support online learning, both in the form of learning videos and through direct streaming with platforms provided by schools; (c) seek material to be delivered to students in the previous day's learning, this material is given to students through an online-based application used by the teacher; (d) involve parents of students intensively in communication and coordination to help supervise and accompany student learning.

The school wants to make sure that learning can continue despite the current constraints, thus it has implemented online learning. The way parents raise their children, how they make their homes welcoming and safe, and how they are sensitive to their children's needs are all examples of how families can have an impact on pupils. Academic achievement of students is impacted by parental participation in school activities, in this case online learning.

Parents and guardians of students will encourage their children to engage in online learning when they pay attention to it. The use of online learning cannot be isolated from parents' responsibilities for supervising their children's learning at home,

where they require support from the family and school community to encourage independent learning.

In addition, the school has been in constant contact with parents of pupils in order to monitor the learning process of those students. In order for schools, teachers, and parents of students who accompany children studying at home to support the success of online learning, this aims to both provide understanding and be a part of optimizing the role of parents in improving student learning achievement from home.

#### **D. Conclusion**

SMK Negeri 1 Gelumbang's introduction of online learning can be said to be doing well despite certain challenges. Google Classroom, Telegram Groups, and WhatsApp Groups are the media tools used in online education. Teachers utilize Google Forms for evaluation and assessment purposes. Even though there are challenges, they can be successfully overcome. Considering that, despite its sophistication, the teacher's function in the learning process cannot be replaced by the media.

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