Mastery Of Online Learning Techniques by Teachers During The Covid-19 Pandemic

Meta Fedita Fitri[1], Sri Handayani Hanum[2], Ika Pasca Himawati[3]
Universitas Bengkulu
Kota Bengkulu
Metafedita21@gmail.com

ABSTRACT

The Covid-19 pandemic has changed many settings, one of which is in the educational process. Through the Circular Letter of the Ministry of Education and Culture Number 4 of 2020, the learning process is carried out with an online learning model. This study aims to describe the implementation of online learning and mastery of online learning techniques by teachers during the Covid-19 pandemic, which previously SMAN 02 Bengkulu City had not implemented online learning but was a cyber school that should have been implemented for a long time. This research uses a qualitative descriptive approach, with data collection techniques through interviews, observations, and documentation. The results of the study were analyzed using functional structural theory proposed by Talcott Persons. The determination of informants was carried out using purposive sampling techniques. The research produced information that the implementation of online learning was carried out using whatsapp groups, google classroom, and several other social media such as Instagram, YouTube. Learning methods from teachers such as making videos, presentations via zoom, and collecting writing assignments through whatsapp groups. Teachers at SMAN 02 Bengkulu City have high motivation or willingness to face challenges during the Covid-19 pandemic.

Keywords: Online Learning Techniques, Mastery, Teacher.

ABSTRAK

Pandemi Covid-19 telah mengubah banyak tatanan, salah satunya dalam proses pendidikan. Melalui Surat Edaran Kementerian Pendidikan dan Kebudayaan Nomor 4 Tahun 2020, proses pembelajaran dilakukan dengan model pembelajaran online. Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan pembelajaran online dan penguasaan teknik pembelajaran online oleh guru pada masa pandemi Covid-19, yang sebelumnya SMAN 02 Kota Bengkulu tidak menerapkan pembelajaran online tetapi merupakan sekolah cyber yang seharusnya sudah lama diterapkan. . Penelitian ini menggunakan pendekatan deskriptif kualitatif, dengan teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi. Hasil penelitian dianalisis menggunakan teori struktural fungsional yang dikemukakan oleh Talcott Persons. Penentuan informan dilakukan dengan teknik purposive sampling. Penelitian ini menghasilkan informasi bahwa pelaksanaan pembelajaran online dilakukan dengan menggunakan grup whatsapp, google classroom, dan beberapa media sosial lainnya seperti Instagram, YouTube. Metode pembelajaran dari guru seperti membuat video, presentasi melalui zoom, dan mengumpulkan tugas menulis melalui grup whatsapp. Guru di SMAN 02 Kota Bengkulu memiliki motivasi atau kemauan yang tinggi dalam menghadapi tantangan di masa pandemi Covid-19.

Kata kunci: Teknik Pembelajaran Online, Penguasaan, Guru

A. INTRODUCTION

The COVID-19 pandemic that occurred in Indonesia has changed many arrangements, one of which is in the field of education. The policy from the government that regulates this is the Circular Letter of the Ministry of Education and Culture (Kemendikbud) of the Directorate of Higher Education No. 1 of 2020 regarding the prevention of the spread of covid-19 in the world of education. In the circular, the Ministry of Education and Culture instructs to organize distance learning and advises students to study from their respective homes (Ika & Siti, 2020). The Ministry of Education and Culture through Circular Number 4 of 2020 concerning the implementation of education policies in the emergency period of the spread of COVID-19 explains that to handle the increasing spread of Covid-19, it is recommended to carry out the learning process from home through online learning models (Kemdikbud, 2020). The circular letter confirms that the implementation of the learning process for school students during the COVID-19 pandemic must undergo changes. The main change is in the learning model, where teachers must use online learning models (Sadikin & Hamidah, 2020).

Of course, the conditions faced today make changes to the learning process which is usually carried out directly at school, for now it has changed to learning done from home. Online learning (on the network) was chosen as a solution so that learning in the midst of the COVID-19 pandemic continues (Sultonah, 2021). The media used to conduct online learning is referred to as online media. Online media is software that helps the working system of devices that can only be accessed using the internet which contains text, photos, video and sound as a means of online communication (Asep, 2012). In addition, online learning is learning that is done without face-to-face, but through an available platform. All forms of subject matter are distributed online, communication is also carried out online, and tests are also carried out online. This online learning system is assisted by several applications, such as Google Classroom, Google Meet, Edmudo and Zoom (STIT. 2021). Learning methods developed during the distance learning process can be done using online, offline and combined learning methods (Nurina & Khamid, 2021). Therefore, mastery of online learning techniques is needed during the COVID-19 pandemic for teachers at SMAN 02 Bengkulu City. Educational activities in Bengkulu City were replaced online during the COVID-19 pandemic, which made teachers required to use their devices in the teaching and learning process during the COVID-19 pandemic (Irfani and Catur, 2020). Whereas at SMAN 02 previously, they had not used this in the teaching and learning process but still face to face as usual. In fact, if you look at SMAN 02

Bengkulu City, it is a cyber school that should have used models such as online learning for a long time.

B. LITERTURE STUDY

The theory used to explain the mastery of online learning techniques by teachers, namely the structural functional theory of talcott persons, the most famous of which is the AGIL scheme. Which contains four important functions required for all "action" systems namely (Adaption; Goal attainment; Integration; Latency). At the institutional level, Talcott Parsons argues that all existing institutions are essentially a system and each institution will carry out 4 (four) basic functions called A-G-I-L derived from four main concepts that are very important in functional structural theory, namely: adaptation, goal attainment , integration and latency (Munah, 2016).

In this study, the adaptation of teachers in learning from the Covid-19 pandemic is Adaptation, namely teachers adapting to changes that occur in the teaching and learning process during the Covid-19 pandemic, Goal Attainment, providing policies in the form of solutions in education during the COVID-19 pandemic. 19 and the methods developed by teachers in online learning, Integration, namely the willingness of teachers to develop online learning that can make students interested in the methods applied by teachers, and Latency, namely by increasing skills in the implementation of online learning which is a new learning that comes out of learning that can be used in the teaching and learning process in schools.

C. RESEARCH METHOD

Research on the mastery of online learning techniques during the covid-19 pandemic at SMAN 02 Bengkulu City teachers using descriptive qualitative methods that aim to draw, summarize various conditions, various situations or various social reality phenomena that exist in society (Bugin, 2009:68).

The research was conducted using the observation method along with semi-structured interviews. According to Ulber Silalahi (2009:272) explains the selection of samples Purposive sampling (aims) to provide the information needed. Researchers made observations by visiting SMAN 02 Bengkulu city to conduct direct interviews with research informants, namely teachers and school principals. Determining the subject or selected people must be in accordance with the characteristics and special criteria possessed by the sample for a strong understanding of the object to be studied (Sugiyono, 2012: 300). Interviews with teacher

informants and school principals with a series of questions that can answer the research problem formulation, namely regarding the mastery of online learning techniques during the covid-19 pandemic at SMAN 02 Bengkulu City teachers and the implementation of online learning carried out at SMAN 02 Bengkulu City.

D. DISCUSSION

The research that the researchers conducted at SMAN 02 Bengkulu City, on teachers and school principals resulted in a discussion arranged in several sub-chapters to make it easier for readers to understand, while the discussion was described as follows:

a. Implementing the Online Learning Policy

During the pandemic, the implementation of learning in SMA Negeri 2 certainly has a policy in which the policy is implemented through online learning. The policies, namely:

1) Central Policy

Policies from the center are policies that are followed by schools, both from the governor's, city's, and heads of service policies, which follow up from the center. The policy is that schools are required to have their own classrooms, and are required to report online learning outcomes such as what the zoom classroom is. As explained by the informant, describing the policy given by the central government, where the policy decides the school to hold online learning. Not only that, the center also provides a policy in the form of quota assistance that can be used by teachers so that the policy of providing quotas is not only obtained by students.

2) School Policy

In addition to the policies provided by the central government, schools also provide policies, namely the provision of facilities for students who experience obstacles in conducting online learning. The policies issued by the school are only in the form of facility assistance, not in the form of policies that must be obeyed by teachers and students, this is because if the school also issues policies that must be adhered to then the fear will make teachers and students experience difficulties and confusion because there are too many rules and policies that must be obeyed, so that the school only provides policies in the form of facilities. Despite the pandemic period that prohibits face-to-face and social distancing, schools continue to issue policies in the form of providing facilities that have been supported by the central government. So if there are students who come to school to use existing facilities such as android tabs and wifi are allowed, this has also been done or by complying with health protocols, where only 31 android tabs are provided and placed in 3 laboratory rooms, so that in one room only 10 or 11 students are there.

b. Implementation of Online Learning

The learning process that was previously learned in the classroom, face to face now has to switch to online learning. In online learning, the teachers send photos of the material to be studied and for the next meeting use zoom to explain in more detail about the material presented by the teacher. While the photo of the assignment sheet to the whatsapp group. In addition, teachers can also go directly to Google Classroom which has been created by each subject teacher. Initially, online learning had quite a problem for teachers who were previously unfamiliar with using technology or social media in the teaching and learning process, for that, as stated by Mr. BD as the principal, the school held workshops or training to support or help teachers who difficulty with the new thing. And after the learning process and with the help of fellow teachers and the school, not so many teachers at SMAN 02 Bengkulu City had difficulties with online learning.

If there are problems with students doing assignments or obtaining material provided by their teachers, students can report to their teachers, then the school will facilitate students by providing android tabs that can be used at school by students, where the school provides android tabs that can be used. students as many as 31 android tabs, also with wifi facilities that can be used alternately at school. The implementation of learning using zoom is also not carried out every day by SMA Negeri 02 teachers. This is because teachers feel sorry if their students have to zoom every day.

c. Online Learning Method

During the COVID-19 pandemic, SMA Negeri 02 applies online learning methods, namely:

1) Video Making

Usually the making of this video with is for practice. For example, a biology teacher who asks students to practice cutting a frog. So the student has to make a video when he cuts the frog. Then, there is also the task of planting green bean plants, so students have to make a video of planting green beans for one week. Besides that, not only biology teachers should use video alternatives in the teaching and learning process, there are also MR informants, teaching sociology also asking students to make video presentations according to the subtitles that will be discussed and the videos are collected through one class drive and sent via email to the teacher.

2) Presentation via zoom

One of the learning methods applied by SMA Negeri 02 teachers is also a learning method in the form of presentations using zoom. This method is taught to find out whether

students at home understand the material taught by the teacher so far. Then also from the presentation the teacher can see the ability of active students.

This learning method is a method provided by the central government policy so that the school inevitably has to obey it. The EM informant conveyed the online learning process in his class, for example by giving the time for zooming in class through the class group on whatsapp and one hour before starting the lesson he was reminded again that there would be a zoom with the material that had been given in the whatsapp group. The MR informant also said that zoom was carried out if students did not understand the lessons or assignments given through the whatsapp group or google classroom.

3) Writing assignments via Whatsapp

One of the other learning methods applied by SMA Negeri 02 teachers is handwriting assignments via WhatsApp. In this method, students only need to take photos of their handwritten assignments and then send them to an existing WhatsApp group. You can also send it to the teacher's personal whatsapp if the student doesn't want to send it to the whatsapp group. MR informants said that in the implementation of learning they did not always zoom, because it is customary for MR informants to send materials from youtube that are suitable for learning materials and they just need to write by hand and send through class groups on whatsapp or via private chat to the teacher, a method like this It was also carried out by almost all the teachers at SMAN 02 Bengkulu City, especially at the beginning of the covid-19 pandemic who were still not quite familiar with learning methods that were very different from before.

d. Mastery of Online Learning Techniques During the Covid-19 Pandemic

1. Mastery of Technology from Teachers

The COVID-19 pandemic has certainly had a very big impact, both in the form of progress that has forced people to understand a number of technologies, but not all people can quickly understand so that they can use the technology as needed. One of them happened at SMAN 02 where researchers conducted research, where researchers received information that not all teachers could use technology well, even teachers had to adapt and get used to using technology during the pandemic. The use of zoom itself has been used since the beginning of the covid-19 pandemic by teachers at SMA Negeri 02 so that if they are required to do online learning, SMA Negeri 2 teachers are accustomed to using zoom. From the beginning, Zoom was often used by SMA Negeri 02 teachers in conducting meetings, so before using zoom in teaching their students, SMA Negeri 02 teachers had used zoom when holding meetings between fellow teachers. Meetings are usually held once a month or once every three months

depending on the conditions and circumstances. So that with meetings that use zoom, teachers can learn and understand how to use zoom.

In addition to receiving training while adapting, SMA Negeri 02 teachers are also taught to be independent, such as opening YouTube and finding out what they need for themselves, for example, teachers have difficulty using zoom even though they have received training, so teachers are asked to be independent by looking for materials on using zoom in youtube because on youtube there must be someone who uploads it. Then, for example, in making exam questions, they must be uploaded to Google Classroom but the teacher forgets how to upload them or the questions fail when sent, the teacher is required to find the cause and how to upload the questions in Google Classroom via YouTube. While senior teachers who have been teaching in schools for a long time and are aged 50 years and over have difficulty teaching online learning, junior teachers who are still young have an important role in the implementation of online learning. These young teachers will help teach and assist senior teachers in accessing, sending, and inputting data. The three senior teachers do not understand or do not understand.

This is also inversely proportional to what was conveyed by the MR informant that for the beginning of learning he had difficulties especially with things that had never been done or studied but with high motivation or willingness it could be easy to do. And from this motivation and willingness the teacher is said to be capable of mastering technology because of the desire to learn from things that were previously not used to be done.

- **Teacher's Motivation for Mastering Online Learning Techniques**

Undertaking learning during the pandemic is certainly not easy, because everything requires an adaptation process that is not easy, especially teachers who are over 50 years old. Especially during a pandemic where learning is done online, teachers will find it difficult to see the attitudes of their students. There are students who may lie in doing their assignments, there are students who may lie in saying their problems, for that teachers must have their own motivations that make them patient and also make their students not cheat or lie.

Not only motivation for students, teachers also have motivation for themselves during the learning period of the covid-19 pandemic. This is because online learning carried out during this pandemic is not an easy thing to do, so teachers need a long adaptation, besides that they also need high motivation within themselves. One of the interesting motivations is that MR informants have had experience with being underestimated by fellow training colleagues in Jakarta because they do not know where the city of Bengkulu which is thought to be Bengkulu is a city located on the island of Kalimantan. The information conveyed by the MR informant

shows that the thing that motivates him to undergo online learning is his own background, as he is the best graduate of master's degree, then he is also a facilitator of sociology teachers throughout Indonesia so he often fills training and seminars in Jakarta . In this case, the motivation of each individual is certainly different because each individual has different thoughts as conveyed by research informants at the time of the interview.

- **Teacher Training on Online Learning Mastery Techniques**

When faced with learning through online learning methods, teachers are presented with several trainings that can assist teachers in providing learning materials. The training received by teachers at SMA Negeri 2 was training which was initially required to form a group first, then the training was carried out in schools. The training provided is that teachers must explain to their students regarding learning methods during the covid-19 pandemic. In addition, this teacher training is very useful for teachers. Because so many teachers don't know how to use it. Then the training given to teachers is usually every one month.

2. Barriers and Solutions in Mastering Online Learning Techniques

In mastering learning techniques by teachers there are also several obstacles, namely:

- The difficulty of the teacher in making learning videos because previously they were not familiar with such a method. Especially for teachers who teach subjects that are in practice, such as physical and spiritual education teachers and biology teachers. So the solution to this obstacle, according to informant YS, is by using an explanation of the use of zoom directly or by looking for learning videos from youtube. And some teachers also only provide material understanding and students are made to learn independently about the practice to be learned. As time goes by, teachers can apply videos well in the online learning process.

- Teachers also had difficulties with the network at the beginning of the pandemic, because they worked from home and had to rely on quotas that were not covered at all by the school before the government provided quota assistance for teachers and students. And from this, teachers can also use school facilities, namely school computers and school wifi that have been provided by the SMAN 02 Bengkulu City school.

- Not only teachers, limitations in dealing with online learning are also experienced by several SMA Negeri 02 students, such as students who do not have cellphones, then are constrained by the network so that it is difficult to obtain learning materials as well as in fulfilling the tasks given by their teachers. For this reason, SMA Negeri 02 then provides facilities to its students in the form of providing android tabs from government assistance, which students can use if students do not have mobile phones. Students can also use the android tab with wifi facilities at

their school and take turns doing their assignments at school. It's just that many students are reluctant to use it.

E. CONCLUSION

Based on the results of research on the implementation of online learning using zoom, whatsapp groups, google classroom, and social media accounts such as instagram and youtube. Zoom will be used for the delivery of material usually by the teacher, and for students to deliver material such as presentations. While the whatsapp group is for teachers to deliver messages and student absences, and can also be used to send written assignments. Then google classroom is used to send learning materials, send questions, and answer questions and access grades. Then some teachers also use Instagram and YouTube accounts for students to send videos if there is a video-making task.

For mastery of mastery of technology carried out by teachers because online learning utilizes the use of technology. Teachers of SMAN 02 did not have much difficulty because they only followed according to changes in the learning process. Then there are differences in the adaptation of senior teachers and junior teachers. Senior teachers who are over 50 years old will usually have difficulty remembering and accessing applications used for online learning. Meanwhile, young teachers have a better ability in terms of early understanding. But this is not so influential because the teachers of SMAN 02 Bengkulu City have high motivation and willingness in terms of mastering technology.

BIBLIOGRAPHY

Bungin, B. (2009). *Analisis Penelitian Data Kualitatif.* Jakarta: Raja Grafindo.

Ika, Oktafia, H., & Wulandari, S. S. (2020). "Pebelajaran Daring sebagai Upaya Study From Home (SFH) Selama Pandemi Covid-19". *Dalam Jurnal Pendidikan Administrasi Perkantoran, 8 (3)*, 1-4.

Irfani, L., Y., & R., A. C. (2020). "Adaptasi Guru dalam Implementasi Pembelajaran Daring di Era Pandemi Covid-19". *Dalam Jurnal Posiding Seminar Nasional Pendidikan FKIP, 3 (1)*, 60-67.

Kemendikbud. (2020). *SE Mendikbud: Pembelajaran Secara Darin dan Bekerja Ddari Rumah untuk encegah Penyebaran Covid-19*. Retrieved Juni 04, 2021, from https://www.kemdikbud.go.id/main/blog/2020/03/se-mendikbud-pembelajaran-secara-daring-dan-bekerja-dari-rumah-untuk-mencegah-penyebaran-covid19

Maunah, B. (2016). Pendidikan dalamPerspektif Struktural Fungsional. *Jurnal Cendikia, 10 (2)*, 159-178.

Nurina, Anissa, I., & Abdul, K. (2021). Parenting for Mother's Careers for Children during Covid-19 in Islamic Education. *Jurnal Bulletin of Science Education, 1 (1)*, 76-82.

Romli, A. S. (2012). *Jurnalistik Online: Paduan Mengelola Media Online.* Bandung: Nuansa Cendekiawan.

Sadikin, Ali, & Hamidah, A. (2020). Pembelajaran Daring di Tengah Wabah Covid -19. *Jurnal Ilmiah Pendidikan Ilmu Biologi, 6 (2)*, 214-244.

Silalahi, U. (2009). *Metode Penelitian Sosial.* Bandung: PT Refliks Aditama.

Sugiyono. (2012). *Metode Penelitian Kuantitatif Kualitatif.* Bandung: Alfabeta.

Sultonah, Siti, & Kuntari, S. (2021). Adaptasi Siswa Dalam Pembelajaran Daring di Era 4.0 pada Masa Pandemi Covid-19. *Jurnal Pendidikan, 2 (1)*.