THE TEACHERS' IMPLEMENTATION OF ONLINE LEARNING DURING COVID-19 PANDEMIC AT SMP 7 LANGSA

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Degree (S1)

Study Program : English Department

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**THE MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE OF ISLAMIC STUDIES LANGSA
2021 M / 1442 H**

STATEMENT OF APPROVAL

THE TEACHERS' IMPLEMENTATION OF ONLINE LEARNING DURING COVID-19 PANDEMIC AT SMP 7 LANGSA

Submitted to the Faculty of Tarbiyah and Teachers' Training

State Institute of Islamic Studies (IAIN) Langsa as Fulfilment of the Requirements

For the degree of *Sarjana Pendidikan (S.Pd)* of English Education

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ii

PERNYATAAN KEASLIAN TULISAN

Saya yang bertandatangan di bawah ini:

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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul *"The Teachers' Implementations of Online Learning during Covid-19 Pandemic at SMP N 7 Langsa"* untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya saya sendiri.

Apabila dikemudian hari terbukti atau dapatdibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, 7 September 2021

Yang membuat pernyataan

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iii

ACKNOWLEDGEMENT

First of all the writer would like to thank Allah the Almighty for giving his strength, health, trust to accomplish this thesis entitled "***The Teachers' Implementations of Online Learning during Covid-19 Pandemic at SMP N 7 Langsa***". Praise be upon Prophet Muhammad allallaahu 'alaihi wasallam who has brought the *ummah* from the brightness of the era and being the best *ummah*.

The researcher realized that in carrying out and writing this thesis, many people have given their valuable suggestion, guidance, advices, sacrifices, and assistance for the completion of writing this thesis. Therefore, the writer would like to express his deepest sincerely appreciation to:

1. The writer's parents, Samsul Bahri and Sufia Zainatuddar, who always educate, encourage, pray, and provide material and nonmaterial support, so the writer could finish writing him thesis.

2. The writer's supervisors, Cut Intan Meutia, MA and Fadhillah Wiandari, MS, for their assistance in guiding, encouraging, and advising him to complete writing this thesis.

3. All him best friends, Husnul Yakin, Adi Samsami, Keane Mariza Ajani and M. Halil Saputra who always supported in writing the thesis.

4. For the names who has not been mentioned above, May Allah SWT be with us, Aamiin.

Finally, the writer hopes this thesis could provide valuable and useful information for the readers. The writer sincerely appreciates all the critics and suggestions and will accept all of it.

Langsa, August 13th 2021

The writer,

M. Afrialdi

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TABLE OF CONTENT

LIST OF TABLES

ABSTRACT

M. Afrialdi, 2021. The Teachers' Implementations of Online Learning during Covid-19 Pandemic at SMP N 7 Langsa

Supervisor (1). Cut Intan Meutia, MA, **(2).** Fadhillah Wiandari, MS

The research is about the teachers' implementations of online learning during the COVID-19 pandemic at SMP N 7 Langsa. The objectives of this research are (1) to identify theteachers' implementations of online learning during the COVID-19 pandemic (2) to find out thestrategies and media did the teacher use in implementing learning using online learning during the COVID-19 pandemic. The method of the research was Qualitative Research with descriptive qualitative method, there are interview, coding, classifying, and documentation. This study found that online learning is learning activities carried out indirectly and requires appropriate media so that learning can take place. The implementation. Online learning has several advantages and disadvantages. However, more disadvantages than advantages. This is because it's the first time of implementation online learning is carried out during the COVID-19 pandemic. In addition, other factors that cause the weaknesses of online learning in terms of geography, human resources, and the economy are still weak. However, learning can still take place even though the results obtained are not optimal. The implementation of online learning during COVID-19 pandemics must use appropriate strategies and media. The right strategy in a COVID-19 pandemic condition is giving students the task of watching television and implementing reporting activities via mobile phones (WhatsApp). Besides being used to report the results of activities, Whatsapp is also used to receive assignments from the teacher as well as student feedback in carrying out activities. Other media used by teachers and students are Google Form, Zoom, Facebook, and YouTube. The expectation, of using strategies and media during COVID-19 can assist in the implementation of online learning. Other expectations, pandemic COVID-19 coming to an end, as a usual learning process through face to face.

Keywords: *Teachers' Implementations, Online Learning, Covid-19 Pandemic*

CHAPTER I

INTRODUCTION

A. Background of Study

Learning is the process through which students interact with educators and learning resources in a learning environment where teachers and students exchange information. Smith defines learning as "the acquisition of new behavior or the strengthening or weakening of old behavior as a result of experience.".[1] According to David, learning is the process through which an organism modifies its behavior as a result of experience. Learning may provide students with experiences since it provides them with knowledge and skills that are highly significant in their lives.[2] Based on the definition above, it can be concluded that learning is the acquisition of a new behaviour that occurs as the result of relatively permanent changes and the organism's experience or practice. In other words, understanding learning is a process to help students to be able to learn well.

We are all aware that Indonesia and even the entire world are being prepared for the possibility of a pandemic. Pandemic refers to a worldwide outbreak. A pandemic is deemed to exist when new diseases spread globally beyond what is considered normal, according to the World Health Organization (WHO). The KBBI interprets the term "pandemic" as a worldwide, contagious outbreak that affects a large geographic area. In the most classical sense, when an epidemic spreads to

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[1] Smith, *Psychology in Teaching,* (USA: Prentice Hill, 1962), p. 260.
[2] David and Clarice Lamb, *The Self Directed Learning. Managing The Learning Process,* (New York: Cambridge University Press, 1996), p. 86.

several countries or regions of the world. Outbreaks of diseases that fall into the pandemic category are infectious diseases and have a continuous infection line. So, if there are cases in other countries besides the country of origin, it will still be classified as a pandemic.[3]

There are several historical examples, most recently the COVID-19 epidemic. On March 12, 2020, WHO designated this pandemic to be similar to the flu. Before becoming a pandemic and spreading over the world in a couple of months, COVID-19 began as an epidemic in China. Stefan claims that as the SARS-CoV-2 virus-caused coronavirus COVID-19 pandemic spreads, the cytology laboratory must prepare in order to continue providing the best care possible to patients while safeguarding its technicians, technologists, trainees, and pathologists.[4]

Clay defines online learning as "institution-based formal education in which students and instructors are in separate locations and require an interactive telecommunications system to connect the two and the various resources required in it."[5] Online learning has become a vividly developing area of research and practice in the past two decades after the first online class was launched in 1994, rapid developments took place towards the implementation of online learning.[6] Research on online learning emerged in the 90s with a series of

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[3] WHO, *Comparative Analysis of National Pandemic Influenza Preparedness Plans*, (2011), p. 92.

[4] E. Stefan, *The Covid-19 Pandemic: Implication For The Cytology Laboratory*, Journal of the American Society of Cytopathology (2020), p. 11.

[5] M. Clay, *Development of Training and Support Programs for online Education Instructors*, Online Journal of Online Learning Administration, (1999), p. 3.

[6] S. Levy, *Six Factors to Consider When Planning Online Learning Programs in Highereducation*, *Online Journal of Online Learning Administration, VI* (2003), p. 1.

studies investigating work emerging technologies, cyberspace based learning communities and instructors' support. In Indonesia, online learning will be applied when students and teachers cannot face to face in class because of unexpected obstacles. As has been experienced by the people of Indonesia today and even the world, namely the COVID19 pandemic which led to the implementation of online learning.[7]

With the emergence of a COVID-19 pandemic in the world, especially in Indonesia, a circular number 4 of 2020 was published concerning the Implementation of Educational Policy in the Emergency Spread of Coronavirus Disease (COVID-19). Following up on the circular, the Office of Education, Culture, Youth and Sports took action to realize online learning in Indonesia starting in March. Seeing these events, the teacher must take quick action to overcome the pandemic that is happening. Thus, the teacher is required to master Internet Technology in order to follow up online learning, especially in SMP N 7 Langsa. Therefore, the researcher formulate a research study entitled "*The Teachers' Implementations of Online Learning during Covid-19 Pandemic at SMP N 7 Langsa*".

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[7] C. Dede, *The Evolution Of Online Education: Emerging Technologies And Distributed Learning*, American Journal of Online Education, *10* (2), (1996), p. 4-36.

B. Problem of Study

Based on the background of study above, the researcher formulates some statements of the problems as follows:

1. How are the teachers' implementations of online learning during the COVID-19 pandemic at SMP N 7 Langsa?

2. What strategies and media did the teachers' use in implementing online learning during the COVID-19 pandemic at SMP N 7 Langsa?

C. Objectives of Study

Dealing with the statement of the problems above, the researcher intends to achieve some objectives through the study as follows:

1. To identify the teachers' implementations of online learning during the COVID-19 pandemic at SMP N 7 Langsa?

2. To find out the strategies and media did the teacher use in implementing online learning during the COVID-19 pandemic at SMP N 7 Langsa?

D. Limitation of Study

This research focuses on The Teachers' Implementations of Online Learning during Covid-19 Pandemic at SMP N 7 Langsa. The researcher limits the data of the study about teachers. The researcher only analyzed the teachers' implementations, strategies and media used in online learning during the COVID-19 pandemic.

E. Significances of the Study

This research is directed to present theoretical and practical significance.

1. Theoretical Benefits

   This research is expected to be able to study the implementation of teachers at SMP N 7 Langsa on online learning. Especially during COVID-19 pandemic situation.

2. Practical Benefits

   a. For lecturer

   This study includes not only the implementation of instructors, but also the tactics and media that teachers employ in implementing learning through online learning methods during the COVID-19 pandemic in transmitting English information. As a result, professors can use statistics to offer English curriculum.

   b. For teachers

   This study presents theories, examples, and statistics on learning approaches used to overcome difficulties in teaching and learning. Teachers can utilize this research as reference material to complete the current learning material.

   c. For researcher

   The results of this study can serve as a roadmap for future researchers who want to create learning media that can overcome challenges in teaching and learning.

F. Research Terminology

The researcher describes some of the major terminology used in the study; in order to avoid misunderstandings, below is a list of definitions conducted by the researcher.

1. Implementation

According to the Indonesian Big Dictionary (KBBI), implementation is the act of applying. An implementation is the act of putting into practice a theory, method, or other items in order to attain specific aims and interests wanted by a group or groups that have been planned and established ahead of time. According to Badudu, implementation is a thing, method, or outcome..[8] As for Ali, implementation is practicing and pairing. Based on this understanding it can be concluded that implementation is an action carried out individually or in a group with the maximum to achieve the goals that have been formulated.[9] Wahab stated that the elements of application include:

a. The program is implemented

b. The existence of a target group, namely students who are targeted and expected to receive benefits from the program.

c. The implementation, both groups or individuals who are responsible for the management, implementation and supervision of the implementation process.[10]

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[8] J.S Badudu dan Sutan Mohammad Zain, *Indonesian Dictionary*, (Jakarta: Pustaka Sinar Harapan, 1996), p. 31.

[9] Lukman Ali, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 1995), p. 82.

[10] Solichinn Wahab, *Belajar Mengajar*, (Jakarta: Rineka Cipta, 1990), p. 46.

2. Online Learning

According to Clay, online learning is institution based formal education where students and instructors are in separate locations so that they need an interactive telecommunications system to connect the two and the various resources needed in it.[11] Levy stated that online learning has become a vividly developing area of research and practice in the past two decades after the first online class was launched in 1994, rapid developments took place towards the implementation of online learning.[12] According to Dede, research on online learning emerged in the 90s with a series of studies investigating work emerging technologies, cyberspace based learning communities and instructors.[13]

3. Pandemic

According to Rewar, pandemics are for the most part disease outbreaks that become widespread as a result of the spread of human-to-human infection. There have been many significant disease outbreaks and pandemics recorded in history, including Spanish Flu, Hong Kong Flu, SARS, H7N9, Ebola, Zika WHO (2011b).[14]

Maurice stated that the term "pandemic" has not been defined by many medical texts, but there are some key features of a pandemic, including wide geographic extension, disease movement, novelty, severity, high attack

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[11] M. Clay, *Development of Training and Support Programs for Online Education Instructors*, Online Journal of Online Learning Administration, (1999), p. 67.

[12] S. Levy, *Six Factors to Consider When Planning Online Learning Programs in Highereducation*, Online Journal of Online Learning Administration, (2003), p. 6.

[13] C. Dede, *The Evolution of Online Education: Emerging Technologies and Distributed Learning*, American Journal of Online Education, (1996), p. 38.

[14] S. Rewar, *Treatment and Prevention of Pandemic H1N1 Influenza*, Annals of Global Health, (2015), p. 42.

. As well, they have caused significant political and social disruption.[15]

4. COVID-19

COVID-19 is a disease caused by SARS-CoV-2 viral infection that was first detected in December 2019 in Wuhan, Hubei Province, China. The illness is primarily transmitted through big droplets or aerosols, with contact with infected surfaces or fomites occurring less frequently. Coronavirus disease 2019 (COVID-19) is the third coronavirus illness to be described in Asia in the last two decades, following severe acute respiratory syndrome (SARS) and Middle East respiratory syndrome (MERS).[16]

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[15] J. Maurice, *Cost of Protection Against Pandemics is Small*, The Lancet, 387 (10016), e12, p. 29.

[16] E. Stefan, *The Covid-19 Pandemic: Implication for the Cytology Laboratory.* Journal of the American Society of Cytopathology (2020) xx, 1e10

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Implementation

The definition of implementation according to the Indonesian Big Dictionary (KBBI) is the act of applying. An implementation is an act of practicing a theory, method, and other things to achieve certain goals and for an interest desired by a group or group which has been planned and arranged beforehand. According to Badudu, implementation is a thing, way or result.[17] As for Ali, implementation is practicing and pairing. Based on this understanding it can be concluded that implementation is an action carried out individually or in a group with the maximum to achieve the goals that have been formulated.[18] Wahab stated that the elements of application include:

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c. The implementation, both groups or individuals who are responsible for the management, implementation and supervision of the implementation process.[19]

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[17] J.S Badudu dan Sutan Mohammad Zain, *Indonesian Dictionary*, (Jakarta: Pustaka Sinar Harapan, 1996), p. 31.

[18] Lukman Ali, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 1995), p. 82.

[19] Solichinn Wahab, *Belajar Mengajar*, (Jakarta: Rineka Cipta, 1990), p. 46.

2. Online Learning

a. Definition of Online Learning

According to Clay, online learning is institution based formal education where students and instructors are in separate locations so that they need an interactive telecommunications system to connect the two and the various resources needed in it.[20] Levy stated that online learning has become a vividly developing area of research and practice in the past two decades after the first online class was launched in 1994, rapid developments took place towards the implementation of online learning.[21] According to Dede, research on online learning emerged in the 90s with a series of studies investigating work emerging technologies, cyberspace based learning communities and instructors.[22]

Online learning is quickly becoming one of the most popular methods of program delivery in various educational areas. According to Watson, schools where all or most of the teaching and learning takes place online are designated as Virtual Schools.[23] According to Dobrovolny.

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[20] M. Clay, *Development of Training and Support Programs for Online Education Instructors*, Online Journal of Online Learning Administration, (1999), p. 67.

[21] S. Levy, *Six Factors to Consider When Planning Online Learning Programs in Highereducation*, Online Journal of Online Learning Administration, (2003), p. 6.

[22] C. Dede, *The Evolution of Online Education: Emerging Technologies and Distributed Learning*, American Journal of Online Education, (1996), p. 38.

[23] J. Watson, A. Murin, L. Vashaw, B. Gemin, & C. Rapp, *Keeping Pace with K-12 Online Learning: An Annual Review of Policy and Practice*, Evergreen Education Group, 2011, p. 35.

these schools use the advantages of online learning to learning to create holistic school organizations.[24] According to Berge, they differ from typical schools in that students do not meet with teachers and other students in a physical space; most teaching, learning, and contact takes place online. Barbour asserted that some virtual schools allow students to complete their education entirely online, a practice that is predominantly a North American one..[25]

b. The Purpose of Online Learning

Online learning can offer effective instructional methods, such as practicing with associated feedback, combining collaboration activities with self-paced research, and using simulation and games. Further, all learners receive the same quality of instruction because there is no dependence on a specific instructor.

Moreover, online learning is not limited in a field only, then every people can browse and learn other sciences they wanted. Clark stated that online learning learning strategy can create the teaching and learning process more effective in terms of time and place. By using online learning, teachers will find it easier to update learning materials that are their responsibility in accordance with the demands of the latest scientific development, develop themselves or conduct research in order to increase their horizons and supervise student learning activities. Online

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[24] J. Dobrovolny, D. Edwards, B. Friend, C. Harrington, B. Gemin, L. Pape, J. Watson, *Keeping Pace with K-12 Digital Learning : An Annual Review of Policy and Practice*. Evergreen Education Group, (2015), p. 87.

[25] Z. L. Berge, *Virtual Schools: Planning for Success*, (Columbia Univ: Teachers College Press, 2005), p. 40.

learning has featured in it. (1) Content relevant to the purpose of learning in order to develop the application of online learning. (2) Using media elements to distribute content and learning strategies. (3) Building new insights and techniques that are linked to learning goals.[26]

c. Advantages of Online Learning

According to UNESCO, online learning offers a myriad of advantages that can be evaluated by technical, social and economic criteria. Also, online learning methods have their pedagogical merit, leading to different ways of conceiving knowledge generation and acquisition.[27]

Online learning increases access to learning and training opportunities, provides increased opportunities for updating, retraining and personal enrichment, improves cost effectiveness of educational resources, supports the quality and variety of existing educational structures, enhances and consolidates capacity. Another advantage of online learning is its convenience because many of the technologies are easily accessible from home. Many forms of online learning provide students the opportunity to participate whenever they wish, on an individual basis, because of online learning flexibility. This kind of education is quite affordable, as many forms of online learning involve little or no cost. Online learning is also multi-sensory. There is a wide

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[26] R.C. Clark, *Online Learning and the Science of Instruction: Proven Guideline for Consumens and Designers of Multimedia Learning, Second Edition*, (San Francisco: John Wiley & Sons, 2008), p. 84.
[27] UNESCO, *Open and Online Learning-Trends, Policy and Strategy Considerations*, (FR: UNESCO, 2002), p. 91.

variety of materials that can meet everyone's learning preferences. Fact, some students learn from visual stimuli and others learn best by listening or interacting with a computer program. Franklin claimed, online learning can offer increased interactions with students. In particular, introverted students who are too shy to ask questions in class will often "open up" when provided an opportunity to interact via e-mail or other individualized means.

There a are some other related benefits of online learning such as balancing inequalities between age groups, geographical expansion of education access, delivering education for large audiences, offering the combination of education with work or family life, etc.[28]

d. Disadvantages of Online Learning

While there are countless online education advantages, there are also various disadvantages of online learning, that students and institutions should be aware of before starting any online learning program.

Online learning requires planning, both the instructors and students involved in online learning will need to make sacrifices, at times, to get things done on time. Online learning, although affordable, may come with hidden costs (for example extra shipping and handling costs). Online learning does not offer immediate feedback. In a traditional classroom setting, a student's performance can be immediately

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[28] Jack R. Fraenkel, And Norman E. Wallen, *How to Design and Evaluate Research in Education,* (Boston: McGraw Hill, 2000), p. 126.

Questions and informal testing were used to assess students. When using online learning, a student must wait for feedback until the instructor has reviewed and responded to his or her work. When compared to traditional course delivery methods, online learning necessitates a disproportionate amount of effort on the part of teachers. Teaching online courses, in particular, requires not just the time required for the delivery of course materials, but also a significant amount of time committed to student support and preparation. Furthermore, time spent on e-mail correspondence is crucial. Online learning does not necessarily provide all of the required coursework for every degree program.

Another downside of online learning is social isolation. Online students may feel lonely or miss out on the social and physical engagement that comes with visiting a traditional classroom. Many online learning participants, however, have indicated that the usage of communication technologies such as bulletin boards, threaded discussions, chats, email, and video conferencing has reduced their sense of isolation.

According to Christensen, the most critical issue in online learning is teachers' readiness and students' mindset. Students will be resistant to online education if they do not believe the technology is useful..[29]

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[29] E. W. Christensen, U. P. Anakwe, & E. H. Kessler, *Receptivity to Online learning: the effect of technology, reputation, constraints, and learning preferences*, Journal of Research on Computing in Education, (2001), p. 267.

3. Pandemic

According to Rewar, pandemics are for the most part disease outbreaks that become widespread as a result of the spread of human-to-human infection. There have been many significant disease outbreaks and pandemics recorded in history, including Spanish Flu, Hong Kong Flu, SARS, H7N9, Ebola, Zika WHO (2011b).[30]

Maurice stated that the term "pandemic" has not been defined by many medical texts, but there are some key features of a pandemic, including wide geographic extension, disease movement, novelty, severity, high attack rates and explosiveness, minimal population immunity, infectiousness and contagiousness, which help us to understand the concept better, if we examine similarities and differences among them. The pandemic related crises have been associated with enormous negative impacts on health, economy, society and security of national and global communities. As well, they have caused significant political and social disruption.[31]

According to Honigsbaum, the word "Pandemic" comes from the originates from the Greek pan meaning "all" and demos "the people"., And the word is commonly taken to refer to a widespread epidemic of contagious disease throughout the whole of a country or one or more continents at the same time. Nevertheless, in over the past 2 decades, the term has not been

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[30] S. Rewar, *Treatment and Prevention of Pandemic H1N1 Influenza*, Annals of Global Health, (2015), p. 42.

[31] J. Maurice, *Cost of Protection Against Pandemics is Small*, The Lancet, 387 (10016), e12, p. 29.

failed to be defined by many modern medical texts.[32] Morens stated that even authoritative texts about concerning pandemics do not list it in their indexes, including such resources as comprehensive histories of medicine, classic epidemiology textbooks, the Institute of Medicine's influential 1992 report on emerging infections.[33]

4. COVID-19

COVID-19 is a disease caused by the infection of the SARS-CoV-2 virus, first verified in Wuhan city, in the Hubei province of China in December 2019. The infection has a predominantly respiratory transmission and is transmitted through large droplets or aerosols, and less commonly by contact with infected surfaces or fomites. Coronavirus disease 2019 (COVID-19) is the third coronavirus infection in two decades that was originally described in Asia, after severe acute respiratory syndrome (SARS) and the Middle East respiratory syndrome (MERS).

This flu-like pandemic was declared by WHO on March 12, 2020. COVID-19 started as an epidemic in China before it spread throughout the world in a matter of months and became a pandemic. According to Stefan, coronavirus COVID-19 pandemic, a disease caused by the SARS-CoV-2 virus, continues to grow, the cytology laboratory must also brace itself to continue to offer the best service to patients, while protecting its technicians,

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[32] M. Honigsbaum, *Historical keyword Pandemic*, The Lancet, (2009), p. 373.
[33] Morens, D. M., Folkers, G. K., & Fauci, A. S. (2009). What is a pandemic? J Infect Dis, 200(7), 1018-1021. doi: 10.1086/644537

technologists, trainees, and pathologists.[34]

B. Previous Study

The researcher took several previous studies to ascertain the authenticity of the study.

The first researcher was conducted by Zainab. The research title is Perspective of Students towards Online Learning: A Case Study of Pakistan. The purpose of this study is to investigate the perspective held by individuals about online learning offered by the two large universities of Khyber Pakhtoonkhawa (KPK) province of Pakistan i.e., Allama Iqbal Open University and Virtual University. Data were collected from 104 respondents and using a structured questionnaire developed by the researcher. The results of this study show that online learning is most patronized by younger learners (<30 years) as there were 55% online learner (DL) students who were below 30 years of age. The study suggests that the majority of the students are satisfied with teaching and learning by online.[35]

Based on the research above, the researcher examines students' perspectives on online learning. In this study, researchers will discuss the teachers' implementations of online learning. The data collected is also different because the researcher will collect data through interviews rather than using questionnaires. The similarity of the above research and this research is related to

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[34] E. Stefan, *The Covid-19 Pandemic: Implication for the Cytology Laboratory.* Journal of the American Society of Cytopathology (2020) xx, 1e10

[35] Zainab A, Aqil W, Khalid Z, Beenish S, Yasir M, *Perspektif of Students Towords Online Learning: A Case Study of Pakistan. Journal of American Science 2012, p. 11*

online learning.

Second research from Kevin, by the title teachers prepare to make most of online learning in midst of COVID-19 pandemic. The purpose of this study was to facilitate teacher preparation to utilize online learning during the COVID-19 pandemic which was held in the Klondike Lane Elementary School. The results of this study indicate that fifth grade teachers at Lane Klondike Elementary School have incorporated online tools such as Google Classroom into daily lessons. In addition, the teacher also translates videos to help students think about the material and apply learning applications such as Brain POP in their study plans.[36]

The similarity of this research and the research researcher is implementing the online learning method during the COVID-19 pandemic. But, the researchers above examine the program and media of online learning during COVID-19, while the researcher examines more about the implementation of the teacher in online learning during the COVID-19 pandemic.

The last research from Kiryakova by the title Review of Online Learning examines the main characteristics which distinguish online from traditional education. The research also summarizes the advantages and disadvantages of online learning. It discusses the new technologies by which this form of education is implemented. The research also emphasizes Web-based education which is prevalent and growing in popularity.[37]

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[36] Kevin W, *Teachers Prepare to Make Most of Online e Learning in Midst of Covid-19*, *Trakia Journal of Sciences,* (2020), *Vol. 7, No. 3, p. 29-34.*
[37] G. Kiryakova, *Review of Online Learning,* Trakia Journal of Sciences, (2009), Vol. 7, No. 3, p. 29-34.

The difference with the research of the researcher is how the teacher's implementations of online learning during the COVID-19 pandemic. Research from Kiryakova G only focuses on online learning. But there are similarities between the research above and research the researcher contained in the discussion of online learning.

CHAPTER III

RESEARCH METHODOLOGY

A. Design of the Research

The researcher used the descriptive qualitative method in this research. Descriptive research describes and interprets events, conditions, or situations of the present. On the other hand, qualitative research is a research method based on post-positivism and naturalist paradigm. It has some characteristics: (1) the objects observed are process and value, (2) most of the data are words, (3) when collecting data, the researcher actively interacts with the data sources, (4) the data are analyzed inductively, (5) the result of the research cannot be generalized, (6) the research is subjective and related value. Fraenkel stated that in qualitative research, the researcher investigates the quality of relationships, activities, and situations or materials.[38]

Elliot defines descriptive research as "a study in which the investigator examines and reports things as they are in an attempt to understand and explain them." The goal of descriptive research is to provide the most accurate picture of current practice, how learners learn, how teachers teach, and what a classroom looks like at any given time and place.[39]

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[38] Jack R. Fraenkel, And Norman E. Wallen, *How to Design and EvaluateResearch in education,* (Boston: McGraw Hill, 2000), p. 502.

[39] S.N. Elliott, T.R. Kratochwill, J.L. Cook, & J.F. Travers, *Educational Psychology: Effective Learning. 3rd ed,* (Boston: Mc Graw Hill, 2000), p. 83.

According to Lincoln, the qualitative method is a research method which is based on naturalist paradigm that has some characteristics. First, the realities are multiple and holistic. Second, are interactive and inseparable. Third, the hypothesis is bounded by time and context. Fourth, the causes and effects are impossible to be distinguished. Fifth, the inquiry is value-bond.[40]

B. Setting of Research

1. Place of the Research

    The research was conducted at SMP N 7 Langsa. This school is located at Simpang Wie village, Langsa Timur district, Langsa city, Aceh province.

2. Time of the Research

    The researcher conducted interviews with teachers at SMP N 7 Langsa when students studied at home due to the COVID-19 pandemic. So the researchers conducted interviews when the teacher was on duty and the research was conducted on July 05, 2020 to July 10, 2021.

C. Subject of Research

Research subjects were people who are the object of research. The object of this study was choosen by the researcher focuses on the teachers' implementations of online learning. Based on the above object, the subjects of this study were five English teachers of SMP N 7 Langsa.

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[40] Lynn, *'Qualitative Research Methods: A Review of Major Stages, Data Analysis Techniques, and Quality Controls'*, (University of Michigan, 1994), p. 52.

D. Source of the Data

The researcher choose five teachers of SMP N 7 Langsa to collect the data. The first was Sari Mutmainnah, S. Pd. The second was Ratna Mutia, S. Pd. The third was Hasbah, S. Ag. The fourth was Putri Ananda, S.Pd. and the fifth was Siti Aliyah, S.Pd.

E. reaserch of Data Collection

The researcher collected data by interviewing the teachers who were chosen and analyzed the types of teachers' implementations, strategies and media used in online learning during the COVID-19 pandemic.

F. Technique of Data Collection

There are many kinds of technique collection data, in this research, the writer collected the data from interview, coding, and classifying.

1. Interview

   Interviews are question and answer activities that occur directly between two or more people. Interviewers are usually called interviewers while the people to be interviewed are called interviewers. According to Nick, the interview is an important data gathering technique involving verbal communication between the researcher and the subject. Which conversation is carried out by two or more parties, namely the interviewer (the questions

asked) and interviewed (who provide answers to the questions).[41]

2. Documentation

According to Robert, there are many documents can be useful simply by the nature of the details they contain. In other word, documentation used as evidence to proof the result of research.[42]

Furthermore, the researcher used documentation method as evidences to proof the physical evidence from the research in the form of picture or photos.

G. Data Analysis

In this study, the researcher used technique of data analysis based on Miles and Huberman cited Sugiyono which is involving three steps: data reduction, data display, and conclusion drawing/verification.[43]

1. Data Reduction

The first step in analyzing qualitative data involves data reduction. Data reduction means summarizing, choose the basic things, focusing on important things, look for themes and patterns (Sugiyono, 2014:247). Firstly, the researcher collected data about the teachers' implementations of online learning during covid-19 pandemic at SMP N 7 Langsa through interview and documentation. The researcher then

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[41] J. F. Nick, *Using Interviews in a Research Project,* Research Approaches in Primary Care, Chapter: 5, (2000), Publisher: Radcliffe Medical Press/Trent Focus, pp.113-134.

[42] K. Robert. *Qualitative Research from Start to Finish,* New York; The Guilford Press, 2011), p. 149.

[43] Sugiyono, *Understanding Qualitative Research*, (Bandung: CV. ALFABETA, 2014), p. 247-252.

transcribed the data. The irrelevant data which were not related to research questions were discarded. The irrelevant data is the data no relation with the theme of the study but related to the research. Next, after collecting and reducing the data, the researcher displayed those data in the form of descriptive.

2. Data Display

The second step is data display. A display is an organized, compressed assembly of information that permits conclusion drawing and the action. In the process of the reducing and displaying the data, it was based on the formulation of the research problem. The formulation of the research problems are: (1). How are the teachers' implementations of online learning during the COVID-19 pandemic at SMP N 7 Langsa? (2) What tactics and media did teachers employ at SMP N 7 Langsa to implement online learning during the COVID-19 pandemic?. This step is done by presenting a set of information that is structured and possibility of drawing conclusions, because the data obtained during the process of qualitative research usually in the form of narrative, thus requiring simplification without reducing its contents. After displaying the data, a conclusion is drawn.

3. Conclusion Drawing/Verification

The third step of qualitative data analysis is conclusion drawing and verification. From the start of data collection, the qualitative analysis is beginning to decide what things mean is noting regularities,

patterns, explanations, possible configurations, causal flows, and propositions (Miles and Huberman, 1994). Conclusions are also verified as the analyst proceeds. The conclusion drawing is started after the data were collected by making temporary conclusion. In the other words, it can be said that the conclusion is analyszed continuously and verified the validity to get the perfect conclusion about the the teachers' implementations of online learning during covid-19 pandemic at SMP N 7 Langsa.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

After conducting interviews with five interviewees who focused on the teachers' implementations of online learning during the COVID-19 pandemic, the researcher found seven teachers' implementationsand divided into two parts: how are the teachers' implementations of online learning during the COVID-19 pandemic at SMP N 7 Langsa and what strategies and media did the teachers' used in implementing learning using online learning during the COVID-19 pandemic at SMP N 7 Langsa.

1. **Teachers' implementations of online learning during the COVID-19 pandemic at SMP N 7 Langsa**

   a. The first relates to how teachers think about the understanding of online learning in specific case during the pandemic. All interviewees agreed that the concept of online learning includes learning in an indirect or face-to-face manner online, and that these activities require media to support them. According to the principal, online learning means that there is no face-to-face method that employs technological instruments.. This statement can be proven by the results of interviews with the principal as follows:

   "*Yes, in my opinion, online learning means that there is no direct face-to-face using tools in the form of technology,*

using zoom, skype, and other media." (SM: UDL1).

Meanwhile, information and communication technology teachers claim that online learning from the definition of language is learning by online, in the application of education can be construed as learning but not face to face. It can also be regarded as a research project that uses telecommunications to connect professors and pupils.:

"*Online learning from the meaning of language is learning at a distance, in the application of education it can be interpreted as learning but cannot meet face to face. It can also be interpreted as learning that involves telecommunications to connect teachers and students*".(RM: UDL4)

Online learning, also known as PJJ Pembelajaran Jarak Jauh (Bahasa Indonesia), is not constrained by space or time. According to an Indonesian teacher, children are not required to occupy a specific place in a limited amount of time.:

"*Online learning is a type of learning that takes place online, rather than in person, and is not constrained by space or time constraints. Specifically, pupils are not required to occupy a specific place in a limited amount of time.*,".(HS: UDL3)

b. The usage of online learning by instructors during the COVID-19 pandemic is the subject of the second. In light of the COVID-19 outbreak, the instructor who was interviewed spoke about the usage of online education. In order for learning to occur as planned during the COVID-19 epidemic, the teachers outline the procedures for implementing online learning. English teacher explains that the first step in implementing online learning is preparation or plans in the form of lesson plans so that teachers can provide assignments and materials via communication tools in the form of videos, texts, recordings, and other media, as well as assessments that are currently being used in SMP N 7 Langsa. This statement can be proven by the teachers' interview answers below:

"The first application, of course, is preparation or planning in the form of RPP, Ms., so that teachers can provide assignments and materials through communication tools in the form of videos, texts, recordings and others and can provide assessments which have now been implemented at SMP N 7 Langsa". (RM: IDL2)

And supported by the vice principal that the implementation of online learning must go through several processes including the need for preparation, implementation, and evaluation which are almost the same as learning activities

in general, the difference lies in the implementation:

"*In my opinion, the application of online learning must go through several processes, including the need for preparation, implementation and evaluation which are basically almost the same as learning activities in general, the difference lies in the implementation.*".(HS: IDL3)

The implementation of online learning in SMP N 7 Langsa according to the teachers, can conclude as follows. First, teachers must prepare lesson plans in the process of learning through online learning, in this case referred to by the teachers that make lesson plan (RPP). Second, teachers and students can carry out the learning process with certain media or technology. Finally, the teacher gives an evaluation of the learning outcomes of students.

c. The third section discusses the advantages of using online learning during the COVID-19 pandemic. According to the second English language instructor's response, the benefits of online learning during the COVID-19 epidemic are obvious, and all parties are required to "melek IT" (Bahasa Indonesia) because it understands the technology for learning and provides a new experience for teachers and students:

"*If the advantages are clear, all parties are required to be "IT literate" because they must understand technology for*

learning. And it's also a new experience for both teachers and students". (SA: ADL5)

The advantages of online learning can improve or add to informatics both for teachers and students. Add new experiences for both students and teachers in online learning activities for the first time. Not limited by space and time because it is carried out anywhere not necessarily in a certain space and time. Then, can maintain health as recommended by the government to work on the activities of the house. As state by the information technology communication teacher:

"*Well, the advantage is that it can improve or add to informatics knowledge for both teachers and students. Adding new experiences for both students and teachers in this distance learning activity because this is the first time. It is not limited by space and time because it is carried out anywhere, not necessarily in a certain space and time. Then you can maintain health according to government recommendations by doing activities from home*".(RM: ADL4)

From the results of interviews at SMP N 7 Langsa about The benefits of using online learning during the COVID-19 pandemic can be summed up as follows. First, give teachers and students new opportunities. Second, expanding your expertise of educational technologies. Third, despite not having face-to-face instruction, you can still learn. Fourth, time and space are not constraints for online learning, Fifth, students can still carry out learning activities even if not directly.

d. The fourth discusses the disadvantages of implementation online learning during COVID-19 pandemic. The teacher states that there are a lot of disadvantages from implementation of online learning during COVID-19 pandemic at SMP N 7 Langsa from teachers and students. There are a lot of disadvantages, in terms of the socioeconomic aspects of students in SMP N 7 Langsa, The lack of infrastructure is largely to blame for the poor state of the economy. Infrastructure tools like cell phones, quotas, and signals can sometimes make it difficult for pupils to comprehend the subject matter. According to the first female SMP N 7 Langsa teacher interviewed:

"There are clearly a lot of shortcomings, from a socio-economic point of view, the students at SMP N 7 Langsa have a low economic level, which makes it difficult because of the lack of infrastructure. Infrastructure, namely cellphones, quotas,

signals, and sometimes students can't understand the material well.".(RM: DDL2)

Meanwhile, the second female SMP N 7 Langsa teacher interviewed stated that not all teachers or students have sufficient knowledge of technology to engage in online learning, and that not all students own an Android phone because the learning curve for online activities is still steep. Because this activity is not bound by geography or time, teachers are unable to communicate directly with pupils. The importance of student character is not yet visible since online learning activities are less successful at managing pupils. A cost (quota) must be met.. This is evident in the interview findings shown below:

"In reality, not all teachers or students are technologically savvy enough to do online learning. Because this online learning activity is still in its early stages, not all students have an Android cellphone. The teacher cannot meet with students personally because this activity is not limited by space and time. This online learning activity has less control over pupils, therefore the character value of the learner is not yet obvious. Fee (quota) is required.".(HS: DDL3)

The downsides of implementing online learning during the COVID-19 epidemic are as follows: First, there is still a dearth of knowledge about technological advancement, particularly for learning. Second, the socioeconomic status of pupils' parents

remains low. So that not all students have adequate communication tools in the form of mobile phones and internet packages to support learning. Third, in terms of geography, SMP N 7 Langsa is very difficult to get a signal. Fourth, because learning is indirect, the teacher cannot monitor the learning process. Fifth, not all students are able to access the material provided by the teacher. Sixth, students can abuse the function of mobile phones to access things that are not related to learning. Seventh, the study results have not been as expected.

2. **Teachers' strategies and media in implementing online learning during the COVID-19 pandemic at SMP N 7 Langsa**

   a. The teacher employs a variety of ways in implementing online learning at SMP N 7 Langsa during the COVID-19 epidemic. This technique tries to keep teaching and learning activities going even during the COVID-19 epidemic. If you have a good signal and a quota, you can employ any strategy. For example, as recommended by the government, watching television and providing internet quotas through BOS funding, as well as ways for utilizing mobile phones through WhatsApp and others, as stated by the counseling guidance instructor:

   "All strategies can be used if you have good signals and quotas. For example, watching television and providing internet quota through BOS funds according to government recommendations and strategies for using mobile phones via

Whatsapp and others". (SM: SDL1)

During the COVID-19 pandemic, the apparent technique for online learning was to adapt to the settings by listening, watching television, using Google Drive, Google Forms, and knowing how to handle students well. According to the laboratory's chief of information technology communication:

"*If your signals and quotas are strong, you can employ any tactic. For instance, providing internet quota through BOS funding and viewing television while using mobile phones to access Whatsapp and other services, as recommended by the government.*". (PA: SDL4)

On the other hand, teachers need to design plain, simple tools for pupils while taking into account their abilities. The teacher will make animation or video for online learning tools. This maintains the interest. As the instructor stated in the classroom:

"*We must make the material to students easy and simple according to the ability of students. So teachers can provide animations or videos for online learning methods. So students don't get bored*". (SA: SDL5)

Appropriate strategy on implementation online learning during COVID-19 pandemic namely the teacher assigns students to watch television shows in accordance with

government recommendations. Then, carry out activities through mobile phones whose material has been prepared by the teacher through certain applications. Because the application requires internet access, directly both students and teachers must have an internet quota. Thus, a form of government concern for students is given a quota to access the internet through BOS funds.

b. Some teachers who have taught at SMP N 7 Langsa for more than ten years and were interviewed stated that in the face of a pandemic COVID-19, online learning using media is needed. With the appropriate media in online learning, teachers use learning media that are not boring so students can still carry out learning. The media has been applied during online learning at SMP N 7 Langsa are Google Forms, Zoom, and how to communicate using WhatsApp and to monitor the response of the students. As state by the English language teacher:

"*Thing has been implemented is that there is a Google Form, Zoom, and the way to communicate is still using Whatsapp, right and to monitor student responses too*". (PA: MDL2)

And supported by the information technology communication teacher described that the media used during online learning are Whatsapp, Facebook, Google Form. But the

most effective is using Whatsapp which students can directly ask the teacher:

"*Using Whatsapp, Facebook, Google Forms. But the most effective is using Whatsapp, where students can directly ask the teacher*". (SM: MDL4)

In addition to what the Indonesian language instructor recommended like viewing TVRI at specific times according to the class, you can utilize the internet to access YouTube, Google Forms, and, of course, WhatsApp.:

"*The simplest method is to watch TVRI television at specific times based on the class, but you can also utilize the internet, such as YouTube, Google Forms, and, of course, Whatsapp.*" (HS: MDL3)

During the COVID-19 pandemic, teachers and students at SMP N 7 Langsa used television, Whatsapp, Google Form, Zoom, Facebook, and YouTube. Except for television, all media used is internet-based, necessitating the use of an internet quota. Whatsapp is used to transmit curriculum, as well as the results of the material. It is also used for communication, monitoring students, and consultation between teachers and students. Then the teacher also uses Google Form to practice the students' abilities in the form of questions

and use Zoom when the teacher carries out learning using audiovisual. Sometimes teachers use Facebook and YouTube media for learning so that students don't get bored with the material provided and generate student interest in learning.

Online learning during the COVID-19 pandemic is a novel experience in Indonesian education, particularly at SMP N 7 Langsa. Because this is the first experience with online learning during the COVID-19 pandemic, many expectations develop. The expectation for online learning during the COVID-19 pandemic is that students can continue to learn or teach and learn even in a pandemic state by using online learning methods, though not as optimally as previously, as a state by the SMP N 7 Langsa principle:

"*It is hoped that students can continue to learn or teaching and learning activities will continue even though in a pandemic situation by using online learning methods, even though it is not as optimal as before.*". (SM: EDL1)

And supported by the vice principal state that the learning can continue to work by using online learning methods. Students can understand the importance of technology because during a pandemic cannot carry out learning without the media so even though using the technology learning can continue and the pandemic will end soon:

"*Because this pandemic is a global problem that doesn't know when it will end, at least learning can still run using online learning methods. Students can understand the importance of technology, because during a pandemic they cannot carry out learning without media so even though using IT learning can still run and hopefully the pandemic can end soon*". (HS: EDL3)

Meanwhile according to the English language teacher describe that the teachers are required to be creative by discovering new things so students can learn according to what is expected so that what the teachers do during this pandemic can be maximized. The point is that learning runs and results can be as expected. But she also hopes that the pandemic will end soon:

"*With online learning, teachers must be creative in order for pupils to learn according to what is expected, allowing us to maximize our efforts during this pandemic. The point is that learning occurs, and the outcomes can be as intended. But I also hope that the pandemic will be over soon.*". (PA: EDL2)

The teachers' hope regarding the use of online learning during the COVID-19 pandemic, namely that the learning process may continue, is that the epidemic will cease swiftly, allowing learning to resume as before.. Thus, the teacher can know the development of students from the

mastery of the material and student behavior and teacher recognition as educators. With this pandemic, teachers and students are expected to be able to add insight to the use of technology in the learning process.

B. Discussion

This study focuses on the approaches utilized by instructors at SMP N 7 Langsa to implement online learning during the COVID-19 outbreak, as well as the media and tactics they used. The researcher spoke with five subjects in order to explore deeper into the data. They are SMP N 7 Langsa instructors with a wealth of educational and teaching expertise. The two main research questions, How did teachers implement online learning during the COVID-19 pandemic at SMP N 7 Langsa and What strategies and media did teachers use in implementing online learning during the COVID-19 pandemics at SMP N 7 Langsa, have been expanded into seven more questions.

Subjects responded to the researcher's questions about how the teachers used online learning during the COVID-19 pandemic at SMP N 7 Langsa and what methods and tools they used. They also shared personal experiences with the researcher in response to those questions. The response is then divided into two categories as follows:

The first section explains online learning, its different benefits and drawbacks, and how SMP N 7 Langsa implemented it for classroom instruction during the COVID-19 epidemic. According to five respondents, online learning is understood to be indirect learning activities that need the appropriate media in order to be successful. However, there are still benefits and drawbacks to online learning. The researcher can infer from the interview's findings that there are more drawbacks than advantages. Because it is being used for the first time in Indonesia, particularly in light of the COVID-19 pandemic. Another element that contributes to the economy, human resources, and geographic limitations of online education. Geographically, SMP N 7 Langsa is a suburban school remote from the commotion of the city, which makes it challenging to receive signals. Being low on human resources is another weakness in this learning process caused by a lack of technological knowledge and financial understanding.

Even if online learning has not been fully utilized, it is still possible. According to every interviewee, online learning involves indirect or face-to-face learning and requires media to support these activities. The principle thinks there is no face-to-face approach that leverages tools in the form of technology when it comes to online learning. Supported by the vice principal state that the learning can continue to work by using online learning methods. Students can understand the importance of technology because during a pandemic cannot carry out learning without the media so even though using the

technology learning can continue and the pandemic will end soon

Second, the implementations of online learning during the COVID-19 pandemic must use appropriate strategies and media. The right strategy according to the results of interviews with five teachers in SMP N 7 Langsa that can provide motivation, and not burdensome to students. So, the teacher must be clever in determining the strategy. For example, a strategy that gives students the task of watching television and reporting activities through mobile phones (Whatsapp). The media used by teachers and students at SMP N 7 Langsa during The COVID-19 epidemic was communicated using television, Whatsapp, Google Forms, Zoom, Facebook, and YouTube. Except for television, everything of the media used is internet-based. As a result, using it requires an internet quota. Television is a means for viewing appropriate-level student questions and government recommendations. Whatsapp is used to distribute material, the findings of the material, and it is also used for communication, student monitoring, and consultation between teachers and students. Then the teacher also uses Google Form to practice the students' abilities in the form of questions and use Zoom when the teacher carries out learning using audiovisual. Sometimes teachers use Facebook and YouTube media for learning so that students don not get bored with the material provided and generate student interest in learning.

Whatsapp is utilized not just to report the outcomes of activities but also to receive assignments from teachers and student feedback on how activities were carried out. Google Form, Zoom, Facebook, and YouTube are more platforms that both educators and students use. When studying in the form of writing or essays, Google Form is utilized.

Zoom is employed to carry out audiovisual learning and manage student presence. Because the content from Facebook and YouTube can be learnt at any moment, they complement one another and can enhance the information supplied at a certain time. The teacher hopes that the educational process will continue while studying online learning strategies and media. Another hope is that the COVID-19 pandemic will cease shortly and that face-to-face instruction will resume as usual.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The research concludes at this point. The researcher says based on the findings that are mentioned:

1. Online learning activities are understood as indirect activities that need the right media in order for learning to occur. There are a number of benefits and drawbacks to using online learning. However, there are more drawbacks than benefits. This is due to the fact that the COVID-19 epidemic is the first time that online learning has been implemented. Additionally, other aspects like geography, human resources, and the economics that contribute to the shortcomings of online learning continue to exist. Nevertheless, even if the outcomes are not ideal, learning can still occur.

2. During COVID-19 pandemics, online learning initiatives must employ the appropriate medium and methods. In a COVID-19 pandemic situation, assigning students to watch television and conduct reporting activities via mobile phones (WhatsApp) is the recommended course of action. Whatsapp is used not only to report activity outcomes, but also to get assignments from teachers and student feedback on how activities were carried out.

   Google Form, Zoom, Facebook, and YouTube are more platforms that both educators and students use. The use of media and tactics is

anticipated for COVID-19, which can help with the implementation of online learning. Other anticipations include the end of the COVID-19 pandemic and the customary face-to-face learning method.

B. Suggestion

1. For the teachers

This research provides theories, examples, strategies, and media related to learning methods used to solve problems in teaching and learning. The teacher can use this research as reference material to complete the learning material happening.

2. For the next researchers

This study helps teachers who are using online instruction during the COVID-19 epidemic. If teachers need references, this study also offers examples of how teachers have used online learning. Ideally, this research will serve as motivation and direction for other researchers to exercise greater caution while conducting comparable research, particularly when interpreting the data. As a result, subsequent study will provide a greater understanding than current research.

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APPENDIX I

Table 1 : Interview Guideline

No	Questions
1	What is the meaning of online learning according to the teacher? *(Apa pengertian online learning menurut bpk/ibu guru?)*
2	How is the implementation of online learning that occurred during the COVID-19 pandemic? *(Bagaimana penerapan online learning yang selama pandemic COVID-19?)*
3	What are the advantages of implementation online learning during the COVID-19 pandemic? *(Apa saja keunggulan dari penerapan online learning selama pandemic COVID-19?)*
4	What are the disadvantages of implementation online learning during the COVID-19 pandemic? *(Apa saja kekurangan dari penerapan online learning selama pandemic COVID-19?)*
5	What is the appropriate strategy of implementation online learning during the COVID-19 pandemic? *(Strategi apa saja yang tepat dalam penerapan online learning selama pandemic COVID-19?)*
6	What is the appropriate media of implementation online learning during the COVID-19 pandemic? *(Media apa saja yang tepat dalam penerapan online learning selama pandemic COVID-19?)*
7	What do the teachers expect by implementing the online learning during the COVID-19 pandemic? *(Apa saja yang bpk/ibu guru harapkan dengan penerapan online learning selama pandemic COVID-19?)*

THE DATA OF THE INTERVIEW RESULT TO THE TEACHERS

Transcript of interview 1

Name   : Sari Mutmainnah, S.Pd

1. Apa pengertian online learning menurut bpk/ibu guru?

   Answer : Ya kalau menurut saya, d online learning itu artinya tidak ada tatap muka secara langsung menggunakan alat berupa teknologi, memakai zoom, skype, dan media lainnya (SM: UDL1)

2. Menurut bpk/ibu guru, bagaimana penerapan mengenai online learning yang terjadi selama pandemic COVID-19?

   Answer : Penerapannya menggunakan media terutama handphone dengan aplikasi tertentu. Sebelumnya juga harus ada persiapan atau rencana agar kegiatan ini dapat dilaksanakan serta di akhir kegiatan diberikan penilaian terhadap materi yang sudah diberikan. (SM: IDL1)

3. Menurut bpk/ibu guru, apa saja keunggulan dari online learning selama pandemic COVID-19?

   Answer : Keunggulannya jelas ada, yaitu dengan adanya online learning siswa tetap bisa belajar dari control guru, daripada tidak ada pembelajaran. Karena dalam melaksanakan pembelajaran siswa bisa sambil tiduran, makan, minum, dan melakukan aktifitas lain. (SM: ADL1)

4. Menurut bpk/ibu guru, apa saja kekurangan dari online learning selama pandemic COVID-19?

   Answer : Banyak anak yang tidak punya handphone, waktunya tidak tepat, sinyal, kuota internet, karena memperlukan kuota yang besar dan ekonomi

orang tua siswa yang tidak semua mampu membelikan kuota kepada anak. (SM: DDL1)

5. Menurut bpk/ibu guru, strategi apa saja yang tepat dalam online learning selama pandemic COVID-19?

Answer : Semua strategi bisa dipakai jika memiliki sinyal dan kuota yang bagus. Sebagai contoh melihat televisidan memberikan kuota internet melalui dana BOS sesuai anjuran pemerintahserta strategi menggunakan handphone melalui Whatsapp dan lainnya. (SM: SDL1)

6. Menurut bpk/ibu guru, media apa saja yang tepat dalam online learning selama pandemic COVID-19?

Answer : Media yang dipakai yaitu tayangan pada televisi, Google Form, Zoom dan Whatsapp. (SM: MDL1)

7. Apa saja yang bpk/ibu guru harapkan dengan penerapan online learning selama pandemic COVID-19?

Answer : Harapannya siswa dapat terus belajar atau kegiatan belajar mengajar tetap berjalan walupun dalam keadaan pandemic dengan menggunakan metode online learning walaupun tidak maksimal seperti sebelumnya.(SM: EDL1)

Transcript of interview 2

Name   : Ratna Mutia, S.Pd

1. Apa pengertian online learning menurut bpk/ibu guru?

    Answer : Online learning menurut saya yaitu pembelajaran dengan jarak jauh, yang mestinya dilakukan dengan tidak tatap muka atau secara offline. (RM: UDL2)

2. Menurut bpk/ibu guru, bagaimana penerapan mengenai online learning yang terjadi selama pandemic COVID-19?

    Answer : Penerapan ya yang pertama tentu saja persiapan atau rencana berupa RPP mbak, sehingga guru dapat memberikan tugas dan materi melalui alat komunikasi berupa video, teks, rekaman dan lainnya serta dapat memberi penilaian yang sekarang sudah diterapkan di SMP N 7 Langsa. (RM: IDL2)

3. Menurut bpk/ibu guru, apa saja keunggulan dari online learning selama pandemic COVID-19?

    Answer : Keunggulannya siswa atau guru tidak terpatok pada waktu, kemudian di dalam pembelajaran tidak dibatasi oleh ruang karena lebih bebas, relax, sehingga tujuannya bisa lebih bagus lagi. Juga merupakan pengalaman baru untuk guru dan siswa. (RM: ADL2)

4. Menurut bpk/ibu guru, apa saja kekurangan dari online learning selama pandemic COVID-19?

    Answer : Kekurangan jelas banyak sekali, dari segi sosial ekonomi siswa di SMP N 7 Langsa tingkat ekomoni rendah sehingga menghambat karena

kurangnya sarana prasarana. Sarana prasarana yaitu HP, kuota, sinyal, dan terkadang siswa tidak bisa memahami materi dengan baik. (RM: DDL2)

5. Menurut bpk/ibu guru, strategi apa saja yang tepat dalam online learning selama pandemic COVID-19?

Answer : Sebetulnya salah satu cara yang sudah diberikan yaitu dengan memberikan bantuan pulsa kepada peserta didik melalui dana BOS. Menonton televisi bisa dilakukan untuk murid yang tidak memiliki handphone, sehingga murid tetap bisa belajar dirumah. (RM: SDL2)

6. Menurut bpk/ibu guru, media apa saja yang tepat dalam online learning selama pandemic COVID-19?

Answer : Yang sudah diterapkan itu ada Google Form, Zoom, dan cara berkomunikasi tetap menggunakan Whatsapp sih ya dan untuk memantau respon murid juga.(RM: MDL2)

7. Apa saja yang bpk/ibu guru harapkan dengan penerapan online learning selama pandemic COVID-19?

Answer : Dengan adanya online learning, guru dituntut untuk kreatif dengan menemukan hal-hal baru agar siswa dapat belajar sesuai dengan apa yang diharapkan, sehingga apa yang kita lakukan selama pandemic ini bisa maksimal. Intinya pembelajaran berjalan dan hasil bisa sesuai dengan yang diharapkan. Tetapi saya juga berharap semoga pandemic segera berakhir. (RM: EDL2)

Transcript of interview 3

Name   : Hasbah, S.Ag

1. Apa pengertian online learning menurut bpk/ibu guru?

    Answer : online learning adalah suatu kegiatan pembelajaran yang dilakukan secara jarak jauh, tidak dengan tatap muka atau biasa disebut dengan PJJ dan tidak dibatasi oleh ruang dan waktu tertentu. Yaitu bahwa siswa tidak harus menempati ruang tertentu dalam waktu yang terbatas. (HS: UDL3)

2. Menurut bpk/ibu guru, bagaimana penerapan mengenai online learning yang terjadi selama pandemic COVID-19?

    Answer : Menurut saya, penerapan online learning harus melalui beberapa proses antara lain diperlukannya persiapan, pelaksanaan serta evaluasi yang pada dasarnya hampir sama dengan kegiatan pembelajaran pada umumnya, perbedaannya terletak pada pelaksanaannya saja. (HS: IDL3)

3. Menurut bpk/ibu guru, apa saja keunggulan dari online learning selama pandemic COVID-19?

    Answer : Untuk keunggulan yang pertama yaitu hemat waktu karena anak memperlukan waktu untuk kesekolah. Kedua, siswa dan guru tidak langsung bertatap muka, jadi kita tetap menjaga jarak aman. Kemudian dapat dijadikan pengalaman baru dalam proses pembelajaran. (HS: ADL3)

4. Menurut bpk/ibu guru, apa saja kekurangan dari online learning selama pandemic COVID-19?

    Answer : Sebenarnya tidak semua guru atau siswa memiliki pengetahuan

tentang teknologi yang memadai untuk melakukan online learning. Karena pengalaman pertama kegiatan online learning ini masih memunculkan kesulitan antara lain belum semua siswa memiliki HP android. Karena kegiatan ini tidak ditentukan ruang dan waktu maka guru tidak bisa langsung bertatap muka dengan siswa. Kegiatan online learning ini kurang bisa mengontrol siswa sehingga nilai karakter siswa belum nampak jelas. Membutuhkan biaya (kuota). (HS: DDL3)

5. Menurut bpk/ibu guru, strategi apa saja yang tepat dalam online learning selama pandemic COVID-19?

   Answer : Strategi yang sesuai dengan kondisi saat ini antara lain dengan menonton tayangan televise sebagai anjuran pemerintah, kemudian siswa diberikan bantuan pulsa agar tetap bisa belajar melalui dana BOS. (HS: SDL3)

6. Menurut bpk/ibu guru, media apa saja yang tepat dalam online learning selama pandemic COVID-19?

   Answer : Yang paling mudah itu dengan melihat televisi TVRI pada jam tertentu sesuai kelasnya, tetapi bisa juga menggunakan internet seperti YouTube, Google Form dan juga pastinya menggunakan Whatsapp. (HS: MDL3)

7. Apa saja yang bpk/ibu guru harapkan dengan penerapan online learning selama pandemic COVID-19?

   Answer : Karena pandemic ini masalah global yang tidak tau sampai kapan akan berakhir, setidaknya untuk pembelajaran tetap bisa berjalan dengan

menggunakan metode online learning. Murid dapat memahami pentingnya teknologi, karena selama pandemic tidak bisa melaksanakan pembelajaran tanpa media sehingga walaupun menggunakan IT pembelajaran tetap bisa berjalan dan semoga pandemic bisa segera berakhir. (HS: EDL3)

Transcript of interview 4

Name : Putri Ananda, S.Pd

1. Apa pengertian online learning menurut bpk/ibu guru?

   Answer : Online learning dari arti bahasa itu belajar dengan jarak jauh, dalam penerapan pendidikan itu dapat diartikan sebagai belajar namun tidak dapat bertatap muka. Dapat diartikan juga sebagai pembelajan yang melibatkan telekomunikasi untuk menghubungkan guru dan peseta didik. (PA: UDL4)

2. Menurut bpk/ibu guru, bagaimana penerapan mengenai online learning yang terjadi selama pandemic COVID-19?

   Answer : Dari pendapat saya, penerapan online learning untuk saat ini yaitu guru melakukan persiapan, kemudian adanya alat komunikasi untuk mendukung pelaksanaan online learning. (PA: IDL4)

3. Menurut bpk/ibu guru, apa saja keunggulan dari online learning selama pandemic COVID-19?

   Answer : Emm kelebihannya ya dapat meningkatkan atau menambah ilmu informatika baik bagi guru maupun siswa. Menambah pengalaman baru

baik bagi siswa maupun guru dalam kegiatan pembelajaran jarak jauh ini karena baru pertama kali. Tidak dibatasi ruang dan waktu karena dilaksanakan dimana saja tidak harus dalam ruang tertentu dan waktu tertentu. Lalu bisa menjaga kesehatan sesuai anjuran pemerintah dengan mengerjakan kegiatan dari rumah". (PA: ADL4)

4. Menurut bpk/ibu guru, apa saja kekurangan dari online learning selama pandemic COVID-19?

   Answer : Menurut saya ada tiga kekurangan dalam online learning. Pertama, kekuragan dari guru, kedua dari siswa dan yang ketiga dari bahannya. Guru tidak maksimal menggunakan online learning dengan baik. Siswa tidak semua bisa menggunakan online learning karena ada siswa yang punya kebutuhan khusus, dan tidak semua siswa mempunyai hp, laptop. Terutama sinyal yang tidak terpenuhi. (PA: DDL4)

5. Menurut bpk/ibu guru, strategi apa saja yang tepat dalam online learning selama pandemic COVID-19?

   Answer : Strategi yang jelas disesuaikan dengan kondisi sih ya, bisa dengan menyimak, menggunakan televisi, menggunakan Google Drive, Google Form dan bagaimana mengelola siswa dengan baik. (PA: SDL4)

6. Menurut bpk/ibu guru, media apa saja yang tepat dalam online learning selama pandemic COVID-19?

   Answer : Menggunakan Whatsapp, Facebook, Google Form. Tapi yang paling efektif yaitu menggunakan Whatsapp yang siswa bisa langsug bertanya kepada guru. (PA: MDL4)

7. Apa saja yang bpk/ibu guru harapkan dengan penerapan online learning selama pandemic COVID-19?

Answer : Tetap menjaga jarak aman, semoga pandemi saat ini segera berakhir dan kegiatan pembelajaran jarak jauh ini tidak sepenuhnya diberlakukan secara menyeluruh. Hanya materi tertentu saja. (PA: EDL4)

Transcript of interview 5

Name   : Siti Aliyah, S.Pd

1. Apa pengertian online learning menurut bpk/ibu guru?

Answer : Online learning bisa diartikan belajar berdasarkan jarak. Sehingga guru dan murid tidak bisa bertatapmuka ketika belajar. (SA: UDL5)

2. Menurut bpk/ibu guru, bagaimana penerapan mengenai online learning yang terjadi selama pandemic COVID-19?

Answer : Persiapan antara guru dan murid yang kemudian diikuti oleh teknologi yaitu peserta didik harus memiliki handphone untuk pembelajaran online learning. Penerapan online learning selama pandemic di SMP N 7 Langsa sudah berjalan dan hampir semua guru menggunakan penerapan yang sama. (SA: IDL5)

3. Menurut bpk/ibu guru, apa saja keunggulan dari online learning selama pandemic COVID-19?

Answer : Kalau keunggulanya yang jelas semua pihak diwajibkan untuk "melek IT" ya karena harus mengerti teknologi untuk pembelajaran. Dan juga merupakan pengalaman baru to buat guru maupun untuk murid. (SA:

ADL5)

4. Menurut bpk/ibu guru, apa saja kekurangan dari online learning selama pandemic COVID-19?

Answer : Banyak siswa yg kurang faham atas materi yang kita ajarkan, kurangnya interaksi, tidak semua siswa memiliki handphone, susah sinyal, minimal kuota internet, dan siswa bisa mengakses hal yang tidak seharusnya diakses. (SA: DDL5)

5. Menurut bpk/ibu guru, strategi apa saja yang tepat dalam online learning selama pandemic COVID-19?

Answer : Kita harus membuat materi kepada siswa yang mudah dan simple menurut kemampuan siswa. Jadi guru bisa menyediakan animasi atau video untuk metode pembelajan online learning. Sehingga siswa tidak bosan. (SA: SDL5)

6. Menurut bpk/ibu guru, media apa saja yang tepat dalam online learning selama pandemic COVID-19?

Answer : Tayangan televisi sebagai media, google form, video melalui whatsapp group, dan terkadang menggunakan youtube. (SA: MDL5)

7. Apa saja yang bpk/ibu guru harapkan dengan penerapan online learning selama pandemic COVID-19?

Answer : Saya berharap adanya materi dari pemerintah atau pusat yang memiliki gambaran terhadap materi atau kisi-kisi selama online learning dan semoga segera selesai, lekas berhenti, sehat, sehingga pembelajaran bisa berjalan seperti biasanya. (SA: EDL5)

APPENDIX III

CODING OF SOURCES AND INTERVIEW RESULTS TABLE

Table 2 : Coding of Source

No	Sources	Codes
1	Sari Mutmainnah	SM
2	Ratna Mutia	RM
3	Hasbah	HS
4	Putri Ananda	PA
5	Siti Aliyah	SA

Table 3 : Interview Results Table

No	Coding	Interview Result	Coding Explanation
1	UDL	Understanding of online learning	Teacher's explanation of the understanding of online learning
2	IDL	Implementing online learning during the COVID-19 pandemic	Teacher's explanation of the implementation of online learning during COVID-19
3	ADL	Advantages of online learning	Teacher's explanation of the advantages of implementation online learning during COVID-19 pandemic
4	DDL	Disadvantages of online learning	Teacher's explanation of the disadvantages of implementation online learning during COVID-19 pandemic

APPENDIX IV
DOCUMENTATION OF INTERVIEW

AUTOBIOGRAPHY

A. Personal Identity

Name : M. Afrialdi

Student's Number : 1042017012

Place/Date of Birth : Langsa, 11 April 1999

Occupation : Student

Marital Status : Single

Nationality/Ethnic : Indonesia/Aceh

Hobbies : Cooking and Eating

Address : Gp. Sungai Pauh, Kecamatan Langsa Barat, Kota Langsa

B. Background of Education

Elementary School : MIN 1 Langsa

Junior High School : Madrasah Ulumul Qur'an

Senior High School : MAN 1 Langsa

University : Tarbiyah Faculty/English Department of IAIN Langsa

C. Family

Father's Name : Samsul Bahri

Mother's Name : Sufia Zainatuddar

Young Sister's Name:
1. Alfina Desri Yanti

2. Atika Khairunisa

3. Azahra Humaira