

## EVALUATION OF THE ONLINE LEARNING SYSTEM DURING THE COVID-19 PANDEMIC PERIOD AT MADRASAH TSANAWIYAH

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### Abstract

*Online learning is the best way to provide education during the Covid-19 pandemic so that educational goals can still be achieved. Therefore, the implementation of online learning must be evaluated every semester to improve the quality of learning. The purpose of the study was to obtain the results of the evaluation of online learning at Madrasah Tsanawiyah. This study used the descriptive qualitative method. Sample selection was done using the purposive sampling technique. The participants were 50 people consisting of the principal, teachers and students. Data collection techniques consist of observation, documentation, and interviews. The data collection process included data collection, data reduction, data presentation and concluding. The results of the study indicate that the implementation of online learning that has been carried out at Madrasah Tsanawiyah in Bekasi has been carried out well and uses multimedia technology owned by students. The obstacles faced during the online learning process are facilities and infrastructure related to technology, the readiness of students and parents in providing internet networks, and students' understanding of the material being taught so that the learning outcomes achieved by students are not as good as before the Covid-19 pandemic. However, the results of this study still have implications for teachers in improving classroom management.*

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

## INTRODUCTION

The Covid-19 pandemic period has had a major impact on the implementation of education and the implementation of the learning process in Indonesia must be carried out online starting in March 2020 (Dhawan, 2020). Online learning is the best way to provide education during the Covid-19 pandemic so that educational goals can still be achieved. Online learning is a solution to keep teaching and learning activities between lecturers and students, without having to meet face to face at school. Online learning is a continuation of online learning with a pattern of learning through the help of the internet so that there will be interaction in teaching and learning activities between students and teachers. It also utilizes information technology. One feature that will often be used by teachers in using Google Classroom is to create assignments that serve to give assignments to students (Rachmat,

2020). So, online learning activities are carried out using technological devices (Lai & Bower, 2019), such as mobile applications (Domingo & Garganté, 2016).

During the Covid-19 pandemic, many schools and universities were closed, so that all educational activities turned into digital-based and online learning. This of course requires soft skills and hard skills to support the implementation of educational activities carried out. As is known, most educators still use the teacher-centered paradigm, so that students do not get a meaningful learning experience, because they are not facilitated to carry out construction independently. Thus, the implementation of online learning should be carried out with the readiness of learning facilities related to technological devices. However, this condition is not easy for schools in Indonesia. The level of distribution of the community's economy is not evenly distributed so that the provision of technological equipment is also difficult.

The results of observations that have been carried out at Madrasah Tsanawiyah Bekasi concluded that the implementation of online learning faces several obstacles. Some of the problems found include 1) limited network and internet access, 2) limited quotas owned by students have an impact on student attendance during online classes. This obstacle is caused by parents who are affected by the Covid-19 pandemic so that their economy is disrupted. 3) The use of technology learning media limitations, and 4) the lower level of student motivation due to the saturation of the learning process. It causes difficulties to attract students' interest in the learning process (Lapitan et al., 2021). These problems must be resolved with the cooperation of all parties such as parents. From interviews with representatives of parents, it is known that they also have problems helping their children learn. This is in line with the findings of previous research related to parents who face various obstacles in helping their children study at home (Abuhammad, 2020).

From the findings of these problems, the implementation of online learning must be evaluated every semester to improve the quality of learning during the Covid-19 pandemic. The reasons underlying the implementation of this research are 1) the need for identification of student difficulties during the online learning process, 2) the technology needed by students and teachers during online learning activities, and 3) the ability of teachers to develop the level of interest and motivation of students during online learning. In this case, the teacher should have a lot of virtual activities to increase motivation for students (Tang et al., 2021). Last research shows distance learning is a good alternative when classroom learning is suspended during the COVID-19 pandemic. It is also important to realize that distance learning cannot replace the need for on-site and face-to-face learning but can complement existing traditional classroom-based learning models. Distance learning has an impact on changing individual learning readiness and the preparation of institutional facilities for blended learning (Sutiah et al., 2020; Mishra et al., 2020). It is implemented using online learning platform resources (Arulogun et al., 2020). So, online learning activities are more efficient with the use of ICT (Bidarian et al., 2011; Holmgren, 2012; Shen et al., 2017).

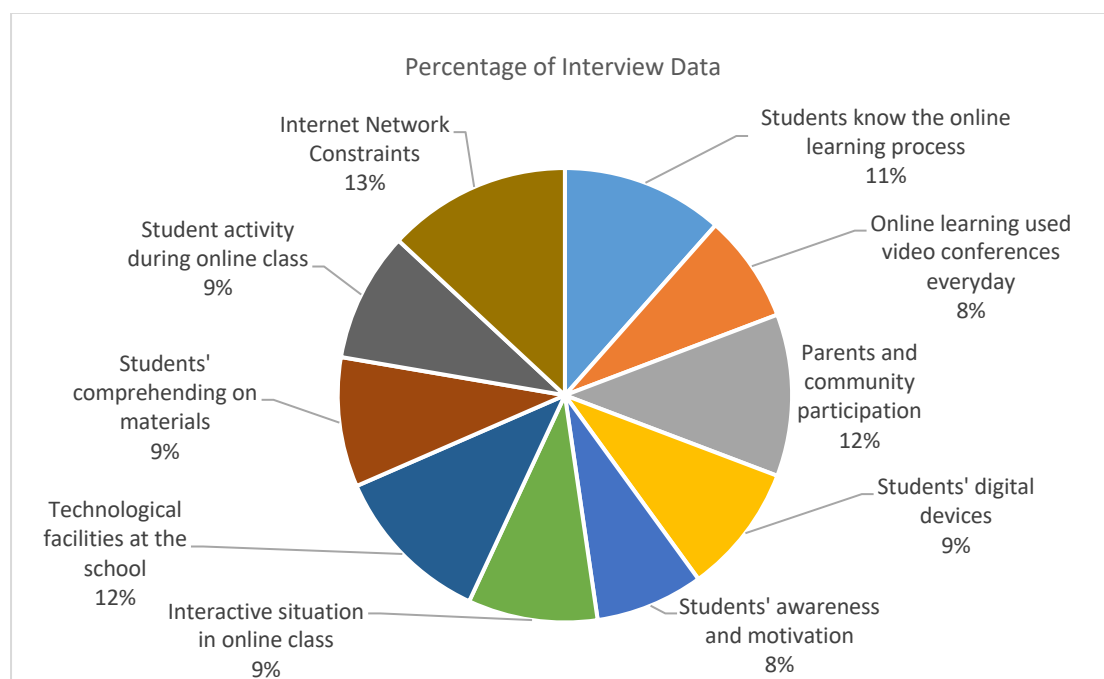
So, the purpose of this study was to evaluate the online learning system in madrasahs during the Covid-19 pandemic. The results of this study are also expected to be useful in developing the concept of online learning in schools that are suitable for the background of students and the conditions of the school environment. In addition, it can also find out the achievement of the program goals that have been set, so that it can improve distance learning activities in the future.

## RESEARCH METHODS

The participants of this research were the principals and teachers as many as 20 people. This study explores the phenomenon of the online learning system in Madrasah Tsanawiyah Bekasi. This study describes various events during the implementation of online learning that has been carried out during the Covid-19 pandemic. This study used the descriptive qualitative method (Creswell & Creswell, 2018). The study was conducted for 2 semesters during the 2020-2021 school year. Data collection techniques consist of 1. Observations were made to observe the online learning process. Researchers followed online learning for two semesters for 10 meetings. All events that occur during online learning are recorded as data 2. Documentation is a document of learning outcomes from teachers. 3. Interviews were addressed to principals and teachers. This interview uses closed-ended questions by presenting answers to Yes and No questions. The data analysis process includes data collection, data reduction, data presentation and concluding (Miles & Huberman, 1994)

## RESULT AND DISCUSSION

The results of interviews with principals and teachers are analyzed and presented in percentage form as shown in the following graph;



Graph 1. The Result of Interview Data

The overall data shows that the online learning that has been carried out at Madrasah Tsanawiyah Bekasi has been carried out well and uses multimedia technology that students have. However, the online learning system also faces obstacles such as facilities and infrastructure related to technology, the readiness of students and parents in providing internet networks. Students' understanding of the material being taught so that the learning outcomes achieved by students are not as good as before. Covid-19 pandemic. This finding is

by the data found in the interview results in graph 1. Another study showed that many students think offline learning is easier to understand (Patricia Aguilera-Hermida, 2020; Patricia Aguilera-Hermida, 2020) than online.

The low percentage can be seen in the concept of technological devices owned by students so that classes are not always conducted using video conferencing every day. However, the government and schools are trying to provide very good online learning activities. The government has also pushed for the priority of Learning Houses to cooperate with Public Broadcasting Institutions, TVRI and RRI so that students can use them as part of an Information Technology (IT)-based learning system when problems occur on the internet network. This means that IT is becoming a significant framework for distance or online learning (Parra et al., 2021; Sailer et al., 2021).

The observation data also shows that the use of video conferencing is carried out to study material that is difficult for students to understand independently at home. Moreover, not all students have technology devices for video conferencing due to constraints in providing quotas and also networks. From the document data, learning outcomes at the end of the semester also showed a decrease on average. Each student experienced a decrease in value in each subject. From the in-depth data analysis, the cause of this decline is the same as the level of student motivation and awareness during online classes. They are less active in asking questions in online classes and WhatsApp groups if they have difficulty understanding the material. Online learning, currently tends to take advantage of applications or platforms ((Adnan, 2020) such as Zoom, followed by WhatsApp and Google Meet with the material described in several types of an online presence.

Another study shows that distance learning has advantages that cannot be obtained when learning online, such as learning that tends to be more relaxed. In addition, another advantage of this distance learning system is that students do not need to be burdened with school fees because all learning is done at home. Students also only need an internet connection that supports their learning activities. Even so, distance learning is one of the steps taken by the government to suppress the spread of the COVID-19 virus during the COVID-19 pandemic (Yusof & Ahmad, 2012).

The results of the study have positive implications for teachers and schools related to building the concept of online learning. The findings are a valuable guide for schools to improve the lack of online learning concepts, especially from the aspect of technological devices and internet networks. Online learning activities rely heavily on technological facilities. This provides an understanding that technology cannot be avoided in the process of providing education. Moreover, the era of advances in knowledge and technology that continues to develop makes the process of learning activities must involve technological devices.

The implementation of online education during the Covid-19 pandemic is the best solution in providing education so that it can still achieve educational goals. However, the government's online learning policy also creates new problems for all parties involved in the education process, as has been found from interviews and observation data. Problems that often arise in general are the readiness of technological facilities and infrastructure that must be owned by schools (teachers and students) as well as the digital competence of teachers to carry out online learning activities. In this finding, teachers not only have to use technology mastery skills, but teachers also have to understand learning methods, learning media and

students' personalities for online learning activities. This means that learning from home with an online/distance model is implemented to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation. Activities and assignments may vary between students, according to individual interests and conditions, including considering access gaps and learning facilities at home.

## **CONCLUSION**

The results of the study concluded that the overall online learning system that had been implemented at Madrasah Tsanawiyah Bekasi was good and structured. Although the findings show that there are still obstacles that arise during online learning activities, such as the difficulty of parents providing learning assistance at home, internet network constraints and quotas, as well as technological equipment facilities owned by students. In addition, student learning outcomes have also decreased compared to learning outcomes before the Covid-19 pandemic. This means that it can be understood that online learning activities cannot replace the achievement of students' understanding of mastery of competencies from the lessons learned. Although online learning activities provide convenience to students from the aspect of using time and situations. Therefore, teachers must choose the use of appropriate learning methods and media for online learning.

The results of this study are still limited to the evaluation of online learning outcomes at the secondary school level (Madrasah Tsanawiyah) in one Madrasah in Bekasi. Thus, the data findings of this study cannot be generalized to other schools even though they have the same level. So, the results of this research can still be developed in other aspects in evaluating the results of implementing learning comprehensively such as aspects of the curriculum, government policies, or the impact of teacher professional competence on student learning outcomes. Therefore, the results of the study recommend to schools related to the readiness to provide technical facilities and the level of professional competence of teachers, especially in mastering digital technology.

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