



Implementation of learning models by high school teachers in the time of covid-19 with the school of students in the City of Lhokseumawe

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ARTICLE INFO

Received: 05-07-2021

Received in revised: 27-07-2021

Accepted: 02-08-2021

Available online: 30-10-2021

KEYWORDS

Learning Model;

Senior High School;

Final Value;

ABSTRACT

The learning model is a conceptual framework that is used as a guide in carrying out learning activities. With the use of models, learning can be more directed, easy to understand, and mastered by students. Hence, the use of models in learning must be in accordance with the theory being taught, the goals to be achieved, and the environment and students must also be considered. In addition, the model used must also be fully controlled by the teacher. If these factors are not considered, the final result will not be as expected. Problems arise, students do not want to learn, the learning atmosphere is uncomfortable, the teacher is also uncomfortable in teaching, so that the students' grades are not optimal. Therefore, in this study, Researchers want to see how the model is applied by teachers, especially Indonesian language subject teachers, as well as the Covid-19 period with student final grades (UNAS). The method used in this research is qualitative method. Researchers will describe the final results of the study, then draw a conclusion. In collecting data, researchers used observation, interview, and documentation study techniques. Observations here, are not only observations in the classroom, but also researchers make observations of other facilities and infrastructure. Through this research, it is hoped that (1) there will be an image as a reference material for related agencies in making policies to improve the quality of education, (2) a reference for other educators on the application of an effective model, and (3) find the latest learning models that might be found in this study. Then, the results of this research are also targeted to be published in national seminars and journals.

INTRODUCTION

WHO has designated the Corona virus as a pandemic. The term pandemic according to KBBI is interpreted as an epidemic that has spread everywhere, covering a wide geographical area. Currently the Covid 19 virus, (Covid-19 stands for Corona Virus Disease 2019 which means the Covid-19 corona virus first appeared in 2019) has spread to almost all countries in the world. Corona viruses are a large family of viruses that can cause illness, ranging from the common cold to the most severe respiratory illnesses, such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). Since the first time this virus was detected in Wuhan, China, in December 2019, the outbreak has developed very rapidly. WHO then labeled the Covid-19 corona virus outbreak as a global pandemic. Considering this, the Minister of Education and Culture of the Republic of Indonesia issued a Circular no. 4 of 2020. The physical and mental health of students, teach-

ers, school principals and all school members is the main consideration in implementing the policy of maintaining distance so that the chain of distribution is broken.

The implication of the Minister of Education and Culture Circular Letter Number: 4/2020 makes schools carry out learning from home for students, to be able to produce meaningful learning according to point 2a, the teacher must choose the right learning model so that it becomes meaningful learning. Learning from home continues until 2 May 2020 which is the day of National Education where the Minister of Education and Culture gives the mandate as a supervisor for the ceremony to commemorate the Education Day. In his speech, the Minister of Education and Culture stated that effective education requires collaboration from teachers, students and parents, he also mentioned that the Covid 19 pandemic was the right time to innovate and experiment. It can be concluded that he has

mentioned that proper learning during the Covid 19 pandemic is learning that carries out collaboration, innovation and experimentation. Learning is a process of developing its human potential. Human potential is the seed of possibility to become human (Tirtaraharja (2005: 1).

The teacher as a determinant of the course of education must be able to create a fun teaching and learning process so that the learning process will motivate students to accept lessons. A good teacher is a teacher who can create a classroom climate of learning and teaching that is healthy and fun. One of the ways that teachers must do to make the learning process enjoyable is to apply an effective and efficient model. With an effective and efficient model, it is hoped that the teaching and learning process will be fun and not boring.

In fact, we often hear various kinds of student complaints about the teaching and learning process (which should be a problem for educators), among them, "Mother" lectures only "or" Every time you enter work, write a book on the blackboard ". From these events/problems, we hear puns that we hear, such as CBSA (write down the book until it runs out), KBK (give materials/books out), and KTSP (give assignments to go home). These puns are an expression of the students' discomfort in learning due to the lack of creativity of teachers in finding new models during the learning process. As a result of this inconvenience, students are not interested in learning, resulting in low student final scores, including UNAS, even failing to pass. In fact, there are many models that can be applied by teachers in learning, including demonstrations, discussions, and simulations. These models can be applied in motivating/stimulating students so that students grow love and interest in learning.

Suprijono (2010:46) states that the learning model is a pattern that is used as a guide in planning classroom learning and tutorials. Aren (in Suprijono, 2010:46) further emphasizes the learning model, which is something that refers to the approach to be used, including learning objectives, stages in learning activities, learning environment, and class management. So, the learning model can be defined as a conceptual framework which describes a systematic procedure for organizing learning experiences to achieve learning goals. Through the teacher learning model can help students get information, ideas, skills, ways of thinking, and expressing ideas. The learning model serves as a guide for instructional designers and teachers in planning teaching and learning activities. Through the application of the learning model, it is hoped that the learning process in schools will be fun, effective, and efficient. Senior high school is a level of education that determines whether or not students are able to continue to a higher level (college). At this level students are expected to master, understand, and be able to apply any material

they receive in the learning process. By mastering, understanding, and being able to apply each material obtained, students will get the best results and are ready to continue to the next level. Students will be able to face a challenging future

Teachers in senior secondary schools, in general, already have a bachelor's degree (S-1) and not a few teachers are certified. Based on the level of education and certification, teachers should already have the ability to create and apply models in learning. Furthermore, these models are applied in the implementation of each lesson. Therefore, in this study the researcher wanted to see the application of learning models by high school teachers and the Covid-19 period with the UNAS scores of students in Lhokseumawe City.

METHOD

This research approach is a qualitative method. This approach is used so that researchers can clearly describe how the learning models are used and applied by teachers in the learning process at SMA Lhokseumawe.

Research Location

The location of this research is all high school in Lhokseumawe City area. There are about 10 high schools in Lhokseumawe City.

Research Instruments

The instruments used in this study were observation sheets, questionnaires, interviews, and documentation.

1) Observation Sheet

The observation sheet is used to see/observe every activity carried out by the teacher (object). Every activity observed will be written/entered in the observation sheet. From the observation sheet, it will be seen what models are applied by the teacher and how they are applied in learning. In addition, observations were also carried out to see the availability of facilities and infrastructure, such as learning equipment (media).

2) Questionnaire

Questionnaires are a number of written questions that are used to obtain information from respondents in the sense of reports about their personal information or things they know about (Arikunto, 1998: 140). The questionnaire in this study consisted of question items used to collect data relating to the constraints of the learning models applied by the teacher in learning. Answers to the questionnaire have been provided so that the respondent only fills in with a checklist (√) in the column provided.

3) Interview

Interview guidelines are used to assess/see/find information about someone. Interviews in this study were conducted as reinforcement of observations and questionnaires. When the researcher made observations,

there were things that were not/less clear so that the researcher conducted interviews so that the data obtained was completely clear/accurate. Data from interviews are in the form of the use and application of learning models as well as the obstacles faced in applying the learning model.

4) Documentation Study

Documentation study is a method of collecting data based on written items. The documentation study in this study was used to collect data about the lesson plan (in which the model to be used was written) and data that was considered important related to the learning models used by teachers at Lhokseumawe High School.

Data collection technique

The data was collected using non-test techniques. The non-test techniques are in the form of observation, interview, questionnaire, and documentation study. Observation, interview, and documentation study techniques are used to see how the learning models are applied by the teacher in the learning process. Furthermore, the questionnaire/questionnaire technique is used to see the obstacles faced in the application of learning models and to see the obstacles faced in the application of learning models are also used interview techniques.

Data analysis technique

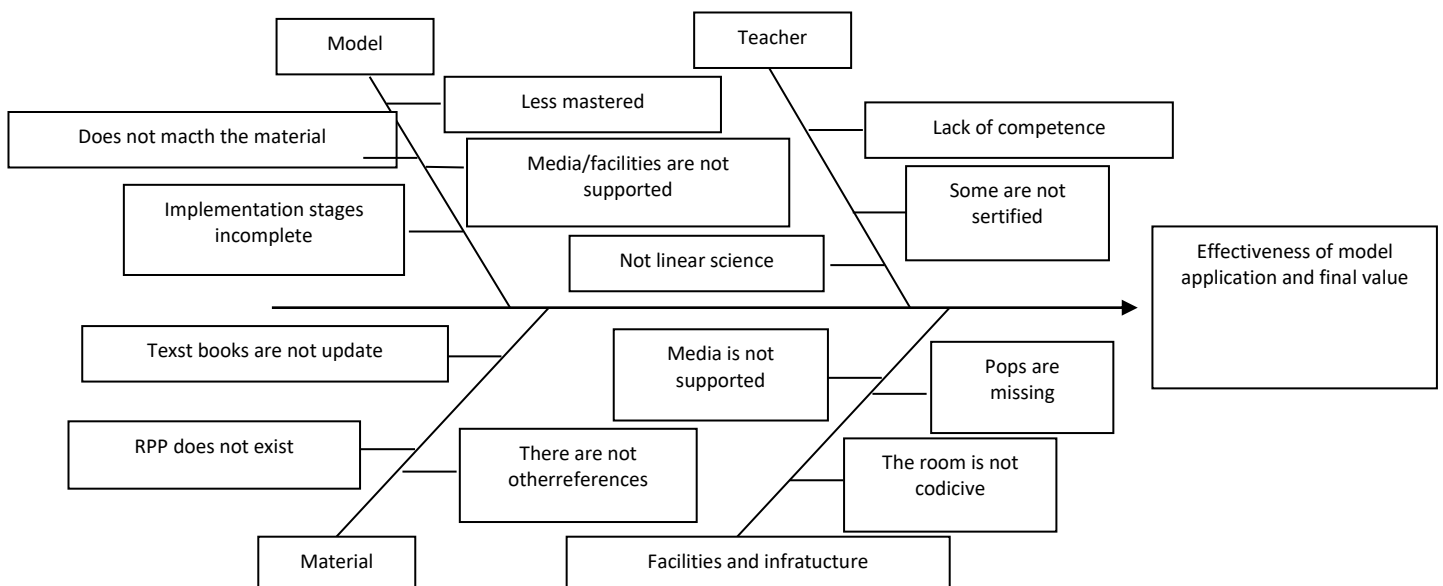
After the required data has been collected, the next stage is data analysis. The researcher will explain the data from the research results so that conclusions can be drawn from these data.

Data analysis activities began with data reduction activities. The activities carried out at this stage are identification, classification, and data transformation, then proceed with the data presentation process. This process is done by organizing the reduced data. The data are initially presented separately, but after the final action is reduced, the entire data is summarized and presented in an integrated manner.

The data obtained based on observation, interviews, questionnaires, and documentation studies were analyzed according to the problem. The results of observations and interviews as well as documentation studies were analyzed so that what learning models were used by the teacher and their application in learning. Furthermore, the results of the questionnaire and supported by the results of the interviews were analyzed to see the obstacles faced by the teacher in implementing learning models.

Furthermore, the last activity of data analysis is the activity of concluding the research results. In presenting the data (observation and questionnaire) the writer uses tables, then in analyzing the data the writer uses descriptive statistical techniques. This technique allows the researcher to describe and summarize the observations that have been made.

Research Flowchart (Fishbone Diagram) The fishbone diagram illustrates the causes of problems arising from this research. There are several reasons that form the basis of the problem, namely the teaching staff, materials, models, and facilities and infrastructure Further, it can be seen in the figure 1.



RESULTS AND DISCUSSION

Description of Research Area Coverage Data

In this study, the researcher chose middle schools in the city of Lhokseumawe, both public and private schools because of their smaller coverage and easy access because there is no need to travel far from campus. Besides that, -

others reasons are the problems of time and mobility which are considered easy to reach and do not interfere with the researcher's lecture process. It is for this reason that we chose schools around the city of Lhokseumawe, because we also saw that there were many differences and various methods and models used in each school.

Informant Description

Most of the informants we studied were teacher councils who were still actively teaching in schools. During the research day, many of our informants were also teaching from their chosen online application, be it google classroom, zoom and so on. Many of the methods we have found in the field and how they are implemented differ. To get accurate data, the researcher used observation and interview methods. Researchers occasionally participate in viewing and following all teacher councils' online teaching activities.

The schools in this study consist of 4 schools, consisting of 2 public schools and 2 private schools. With the number of schools, researchers have done their best to get the much needed information. The population identified was all teacher councils with different subjects, because the resource persons needed were the teacher councils who knew and followed online learning directly. Resource persons are very important research subjects, so in this study we deliberately display the real names of the informants because they have received approval from both parties. Below is a table of questions that we ask when conducting the observation and interview procession. Broadly speaking, the questions we give to each source are the same.

The method of learning the beginning of a pandemic

Based on the results of the interviews that have been conducted, it is known that applying direct online learning methods is the initial stage carried out by each school included in the object of this interview. There are various ways for teacher councils to deliver material to students. "Making socialization in advance about online learning is our way of informing students about events currently being experienced". There was also a resource person who argued that "we immediately From the results of interviews with resource persons, there is the same method used to continue the teaching and learning process, namely by learning online using assistance applications such as WhatsApp, Zoom, Google Meet and so on. According to the viewpoint of evaluating the effectiveness of the teacher councils at the beginning, the government implemented PSBB (Large-Scale Social Restrictions), the teacher councils were quite enthusiastic in implementing a new learning model because for them this was a challenge and something new in the teaching and learning process. This is also supported by students who also support the teaching learning process with this new method.

"... When viewed from the effectiveness or not, at the beginning of the pandemic the students were very enthusiastic, especially when using the zoom because it included changes in technological evolution". From the results of an interview with one of the Sukma Bangsa Lhokseumawe teachers, there are meanings and points that we can take that this online learning model is highly

supported by students. Therefore, during the pandemic, online learning models are the right choice to be implemented at the time this. But behind all that, there must be something that is not suitable for implementation. "For us, it is 50:50. The first time we give the material first, at the next meeting we might do a study using zoom and then we review the material again. If there are points that are not understood, we will explain again and at the next meeting we will give assignments to the material that has been taught. " The results of interviews with SMA N 1 Lhokseumawe show that this online method can balance the understanding of he material provided by teachers to students.

Lesson plan

Learning Implementation Plan or abbreviated as RPP, is a teacher's guide in teaching in the classroom. The lesson plan is made by the teacher to assist him in teaching so that it is in accordance with the Competency Standards and Basic Competencies on that day. A plan that describes the procedure and organization of learning to achieve a basic competency defined in the Content Standards and outlined in the syllabus. Based on the Government Regulation of the Republic of Indonesia Number 19 of 2005 Article 20 states that "the planning of the learning process includes a syllabus and a lesson plan that contains at least learning objectives, learning resources, and assessment of learning outcomes". The lesson plan can also be interpreted as a lesson plan during the meeting, which provides a procedural description of the concrete steps to be taken from the opening to the end of the meeting.

In this case, the results of the interview showed that the teacher council had used the new lesson plans to carry out the catch-up learning process in one teaching period. "... The RPP, which originally reached 15 sheets, has now become just 1 sheet so that it becomes more effective and saves costs and saves time in making it". according to Maimunah., S.Pd, M.Pd, he said the changes to the RPP had a good impact on the teaching and learning process so that it was very effective to be implemented.

The education office also provides training through MGMP workshops to maximize the performance of the teacher councils during this pandemic. Interview results with the Sukma Bangsa Lhokseumawe school it has also been explained that the education office provides flexibility to each school. "... They give flexibility to each school to facilitate or simplify the curriculum delivered by the minister of education so that there are no rules that are too formal. As for the school learning tools, all of these may be a little different from other public schools. only one sheet but maybe in terms of writing there are differences but the point is the same ". Therefore, the RPP 1 sheet becomes a reference for each school in the city of Lhokseumawe, especially in the learning and teaching process. So, the

purpose of preparing the lesson plan is to simplify, expedite and improve the results of the teaching and learning process between teachers and students. Meanwhile, the RPP function is a reference for a teacher to carry out the teaching and learning process so that it is more focused and runs effectively and optimally.

UNAS research (National Final Examination)

The results of the interview with Dewi Puspita Sari., S.Pd, he added that "... Because now we are implementing online learning. Thus, we focused not so much on the final assessment but on the assessment of the process. So, we see their participation every day from the way they respond to the material and provide feedback and see their responsibilities from the time of submitting assignments. "

Continued with the results of the next interview, namely "... for academic assessment we emphasize more for AKM. For the character assessment, we can see that in the assignments we have given, we set a one week deadline if it means that the character of the child is less responsible. Then, when zooming in, we saw the readiness and discipline of the students. "

From the results of the interview above there is a different assessment process, in the results of the interview with Sukma Bangsa Lhokseumawe, it was found that they did not focus too much on the assessment process on the final assessment but they saw the participation of students every day by giving deadlines in submitting assignments. This was also reinforced by the results of interviews with the SMA Negeri 1 Lhokseumawe school which also emphasized the acquisition of AKM scores and the character assessment process itself seen from the assignment process.

Advantages and Disadvantages of Online Learning Models

With e-learning, a professor or instructor can host a lecture without having to spend a lot of money. This can be done virtually, using cameras for both lecturers and students, and a microphone to facilitate the same interaction. So you can imagine the lecturers as if they were physically present in the room. The added benefit is that we can repeat lectures and get more from e-learning. Students who are not present can view the recording, or students who attend can watch it again to increase their understanding.

The results of the interviews with the informants indicated that in every incident there must be advantages and disadvantages. According to them, "Every disaster has a silver lining. So, we don't need to blaspheme a disaster we have to take the positive side. We, as the teacher council, are learning more about media which previously did not understand zoom and other applications are now becoming more varied in using media. Although now technology is very sophisticated, the teacher's role will be more effective

when face to face. " Therefore, the learning model will be effective if both parties between the teacher and student council have chemistry in carrying out the teaching and learning process. Online or online learning model is a new thing that we experience today. Of course, something new has its advantages and disadvantages. In this case, the author has made several advantages and disadvantages according to the results of the interviews that have been researched.

1. Shorter learning time

By easily accessing learning materials or following face-to-face videos via zoom or google meet, students have a faster time to study, especially learning from home, so they don't have to spend a lot of time going to school as usual.

2. Indonesian education is more advanced

With a learning system like this. Indonesian education is becoming more advanced, although slightly. One of the advances is that Indonesian education has been able to take advantage of existing technology and the way of learning education in Indonesia is more varied with online learning.

3. Students can develop themselves

Learning online that does not take a lot of time can allow students to develop themselves in other things, such as reading, writing or drawing. That way students do not just learn or seek knowledge, but can develop their talents and potential. In addition to the things that have been mentioned above, many people think that online learning is suitable learning for the current generation of students. This is because everyday students are familiar with gadgets, the internet, or other digital devices so that they will be more accessible to their own world.

Even so, the use of the internet for learning is also inseparable from various shortcomings, namely as follows:

1. Lack of interaction between teachers and students, or even between students themselves, can slow down the formation of values in the teaching and learning process.
2. The tendency to ignore academic or social aspects and instead encourage business or commercial aspects.
3. The learning and teaching process tends towards training rather than education.
4. Changing the role of teachers from previously mastering conventional learning techniques, now required to master learning techniques using ICT (Information Communication Technology).
5. Students who do not have high learning motivation tend to fail.
6. Not all places have internet facilities (related to problems with the availability of electricity, telephones and computers).
7. Lack of those who know and have internet questions skills.
8. Lack of in-depth knowledge of computer operation.

CONCLUSION

Changes in learning from face-to-face to online that occur suddenly, raises various kinds of responses and obstacles as well as changes in learning models for the world of education in Indonesia, including teachers who are the spearheads of education who directly face students. A number of teachers experienced problems when implementing online learning including new learning applications, internet networks and devices, learning management, assessment, and supervision. Learning models and methods are also adjusted to this online period so that learning remains effective even though there are many shortcomings behind it. From the overall method, the researcher can conclude that the method used by many teacher councils is by zooming in on subject hours, imposing google classroom, and students who do not understand or are less capable in the field of technology can come directly to their respective schools to get hands-on learning. This is also enforced so that students who continue to receive material during the school period. Of course, behind all this, there are certainly benefits that can be felt by the teacher councils, such as teacher councils becoming more technologically literate today and getting new learning models in the era of the industrial revolution 4.0 which is currently being intensively implemented by technology activists. For students, the benefits that can be felt are of course adapting to technology and becoming wiser in using technology.

SUGGESTION

The suggestion that researchers can give to this research is that there is a need for further research methods for efforts to increase discussion of the teacher councils as a way to maximize teaching to generate the potential of the young generation in creating an era of technological globalization going forward and developing science in the future.

Acknowledgement

The authors would like to thank all those who have helped in completing this research.

Conflict of Interest

The authors declare that they have no competing interests.

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