


Online learning implementation: elementary school teacher learning strategies during a pandemic period

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ABSTRACT

This study aims to describe the phenomenon of the implementation of online learning, learning strategies, obstacles, and efforts to overcome the barriers to implementing online learning for elementary school teachers. The type of approach in this study used a qualitative approach with a case study method. The subjects in this study were elementary school teachers of Buddhist religious education. Data collection techniques were done by observation, interview, and documentation study. Technical analysis of data using analysis before the field and data analysis in the field Miles and Huberman models and testing data using internal validity, external validity, reliability, and objectivity. The results of this study include implementing an elementary school distance learning program using online, offline, and a combination of online and offline. Online learning was done by utilizing several applications by giving instructions and making video calls. Learning methods were also carried out with a combination of online and offline through teachers giving assignments to students through various applications. It would then be submitted directly to the school. The technique used is processing elementary school teachers' messages using heuristic and expository strategies. Teachers used indirect learning strategies where learning is more student-centered and direct learning strategies

KEYWORDS

learning strategies; online learning; distance learning; pandemic period

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Introduction

In Indonesia, the coronavirus began to enter in early March. Data on the number of optimistic residents for the coronavirus until March 28 reached 1,155 people, and 102 died (Widya, 2021). The spread of the coronavirus continues to increase, forcing several local governments to issue Large-Scale Social Restrictions (PSBB) policies. The policy is enforced based on each region's zones affected by the coronavirus. This impacts the World of education, so the Ministry of Education and Culture issued a policy of learning from home.

The policy poses new challenges for schools, teachers, and students. The teacher must ensure that learning continues even though it is not face-to-face. Learning during the pandemic uses many applications such as WhatsApp, Zoom, Google Classroom, Google Meet, and other learning media. Although learning can run with these media, it is not as effective as learning directly in the classroom.

Ideally, education is a basis for transforming students into having knowledge, skills, good attitudes, and responsible (Ismoyo, 2020:57). During the pandemic, elementary school level education was using an online video conference system and getting live chat by using WhatsApp application. According to the Buddhist Religious Education teacher at this elementary school, the online system with the WhatsApp application is considered the most effective for students since offline learning is no longer allowed because of the area's situation the pandemic level. However, online learning cannot be as much as face-to-face learning.

One of the main things in online learning is the availability of communication tools, cellular networks, and data packages. Still, not all students at the elementary school have communication tools (mobile phones) and good internet access. Some have to wait for their parents to come home from work to receive or do the lessons given by the teacher. In fact, among the eight children, two were difficult to contact, both online and offline. Constraints can not participate in online learning because they do not have their mobile phone, and internet network access is not stable. At the same time, offline learning obstacles cannot be done because the road conditions to the students' homes are challenging to reach.

Problems in this long-distance learning are not only found in these places but also in the educational environment. Atsani (2020:82), in his research, stated that there are several obstacles in online learning, including not all students and their parents are good at using online media, not all parents of students can afford internet quotas, internet networks are not affordable, economic conditions are less supportive, so not all have mobile phones as a means of learning. Another previous research by Anugrahana (2020:286) stated that the implementation of online learning has obstacles such as students not having mobile phones, internet connections not being affordable, parents seeing only accompanying them at night, and not all parents of students understanding the technology, and limited internet credit.

These problems and obstacles are a concern that must be sought for alternative solutions by the education unit. In long-distance learning, teachers and parents are the main components of student learning activities. Achieving maximum learning outcomes following learning objectives requires cooperation between teachers and parents of students. In addition, teachers must be creative in choosing learning strategies that follow the conditions of students to achieve learning outcomes following educational goals. The method used by the teacher is expected to be able to minimize the negative impacts of using communication tools in distance learning.

Methods

This study used a qualitative approach with a case study method. The research was conducted in three elementary schools in Bandar Sribhawono sub-district, Lampung, Indonesia. This research used observation, interview, and documentation data collection techniques. Technical analysis of data using analysis before the field and data analysis in the field Miles and Huberman models and testing data using internal validity, external validity, reliability, and objectivity. The flow of this research can be seen in Figure 1 as follows.

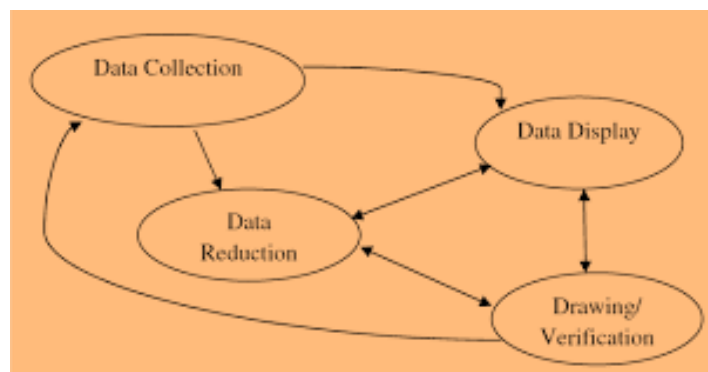


Figure 1. Flow of research analysis by Miles and Huberman

Results and Discussion

The result section shows objectively the presentation of the research key result without any interpretation using text, tables and figures. The result section must present how the author ensure the data validity and reliability. The results should be clear and concise. There are three BRE teachers in three elementary schools. In implementing Long Distance Learning, the teacher uses online, offline, and a combination of online-offline. In the performance of learning, the teacher uses direct and indirect learning strategies. Like learning in general, implementing Long Distance Learning also has obstacles that teachers and students must overcome. In a nutshell, it can be seen in Figure 2 below.

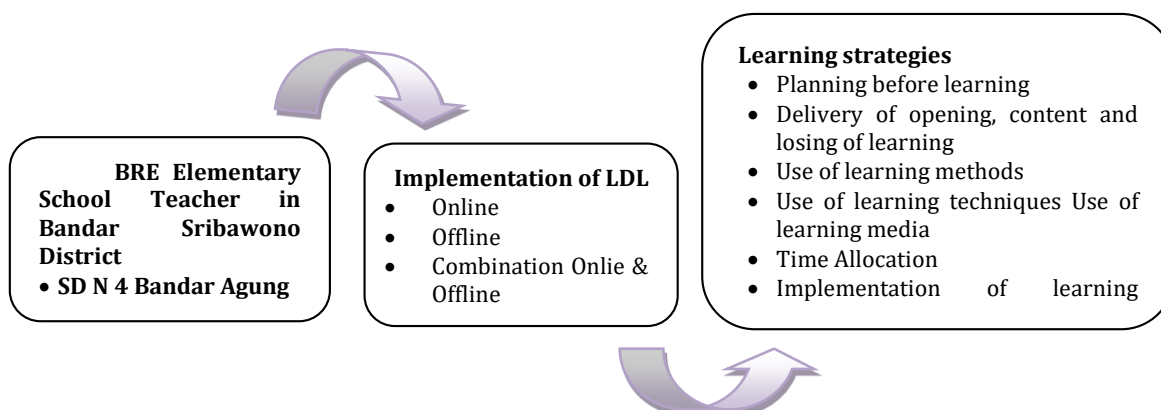
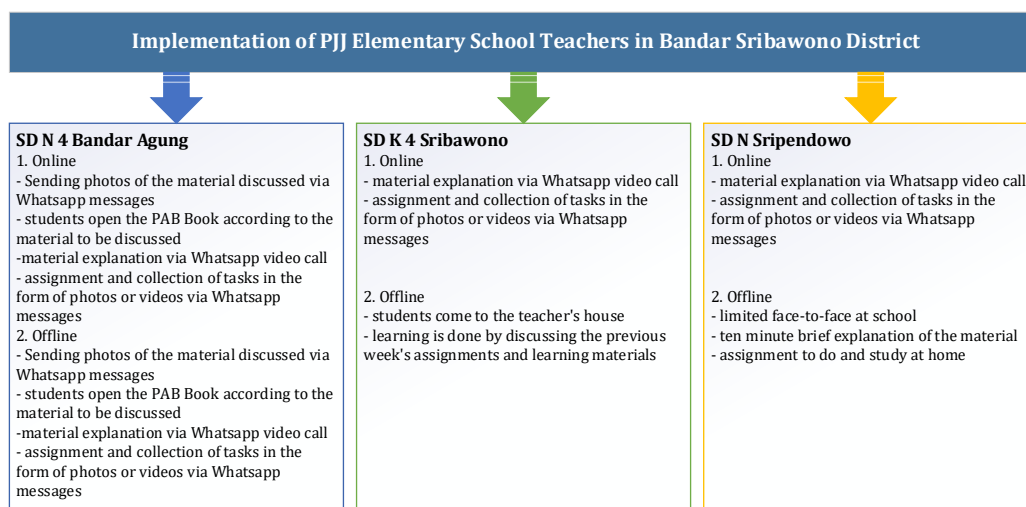


Figure 2. Characteristics of the Implementation Long Distance Learning (LDL) of Buddhist Religious Education (BRE) Teacher in Elementary School in Bandar Sribhawono District

Implementation of long-distance learning for elementary schools

The performance of BRE learning in elementary schools in Bandar Sribhawono District is to use an online learning system, offline, and also a combination of online and offline. In a nutshell, it can be seen in Figure 3 below.



Source: Research Data

Figure 3. Characteristics of the Implementation of BRE of Elementary School Teacher LDL in Bandar Sribhawono District

The learning process, which was initially face-to-face during the coronavirus pandemic, turned to distance learning. Every day the Buddha has to take care of His body by descending to the World to receive alms. In this case, the Buddha creates a self-image similar to His body and voice to teach Buddhism. This shows that learning with the limitations of distance and time can be overcome by the Buddha with His supernatural powers, in contrast to the current conditions that require the help of technological tools.

LDL itself is learning carried out by teachers and students, which is not carried out using direct face-to-face. Still, its implemented through communication technology, information, and other media for learning (Yuangga & Sunarsi, 2020:53). As for its performance in Bandar Sribhawono District, SD N 4 Bandar Agung teachers more often use the online method. As stated Rozi et al (2020:25) Online learning is learning that is done online, using learning applications and social media that is done without face to face. This is reflected through the steps in its implementation, namely the teacher takes advantage of the Whatsapp application feature through the teacher's message instructing that learning will begin, then the teacher sends a photo of the sheet that will be discussed in the BRE Book, then after the participants confirm and open the book as instructed by the BRE teacher then make video calls. In addition to online, teachers also use offline learning by means of parents coming to school to take assignments, then students doing homework at home after being collected back to school.

Not much different from the implementation of learning at SDK 4 Bandar Sribhawono using online and offline. The online implementation used is done by using messages or video calls with the WhatsApp application. After that the teacher gives assignments to students with a collection system via WhatsApp messages in the form of photos or videos. While online learning is done by students coming to the teacher's house to collect and discuss the assignments and materials given. The implementation of such learning is also found in research Botutihe et al., (2020:1541), that is, both use online and offline learning, but in practice there are differences. The difference is that in this study online learning is carried out with the teacher providing information through the WhatsApp application, then the teacher sends a video tutorial on learning activities and parents report the children's learning activities and offline learning is carried out at the students' homes.

On the other hand, implementing BRE learning at SD N 1 Sripendowo combines offline and online. This learning system is quite effective during the current coronavirus pandemic. Utari et al. (2020:267) stated this in their research, and they noted that the combination of online and offline is an effective learning alternative to breaking the chain of the coronavirus. The combined online and offline learning system carried out by the teacher is by giving assignments to students via Whatsapp, then submitting assignments directly to the school. In addition, teachers also conduct online and offline learning. Online learning is done by giving readings and explanations and collecting assignments using the help of the Whatsapp application through messages or video calls. Furthermore, offline learning is carried out using face-to-face participants in a limited time at school, with a time of approximately 10 minutes, followed by students studying at home.

Learning Strategies for BRE Teachers in Bandar Sribhawono District

A learning strategy is a series of learning activities teachers use to achieve learning objectives. Syofrianisda (2018:23) suggested that the learning strategy is the choice of teaching and learning activity patterns used to

achieve learning objectives effectively. In line with that, Nasution (2017:3) states that the learning strategy consists of methods, techniques, and procedures to ensure students achieve the learning objectives. This means that it can be understood that the learning strategy is a series of activities that are selected and used by the teacher from the beginning to the end of learning to achieve learning objectives.

Based on this understanding, it can be concluded that BRE teachers use a series of learning activities at SD N 4 Bandar Agung and SD K 4 Sribhawono in processing messages more directed to using heuristic strategies. Majid (2017:71) suggested that the heuristic learning strategy is a strategy that requires students to be actively involved in the message processing process. This strategy is more student-centered and aims to develop intellectual abilities, think critically, and solve problems. This understanding is in line with the learning used by BRE teachers at the school. This can be reviewed in the core learning activities, and the teacher asks students to observe the image first. Students are asked to provide opinions and also questions related to the idea. In addition, it is supported by several methods, namely discussion and question and answer. This means that learning is thus more student-centered, requiring students to be active and think critically in the learning process.

BRE in SDN 1 Sripendowo teachers are more likely to use expository learning strategies, where this expository strategy is a more teacher-oriented learning strategy (Majid, 2017:71). This is in line with the learning carried out by the teacher, namely in delivering learning material more often using the lecture, demonstration, assignment and recitation methods. In addition, in the learning process, students play more of a role as seekers, recipients, and users of learning resources and complete tasks from the teacher.

What is the rest when viewed by type, the implementation of learning includes planning, delivery of opening, core activities, and closing, methods, techniques, media, and evaluation used by BRE teachers at SD N 4 Bandar Agung and SD K 4 Sribhawono are more likely to use non-formal learning strategies direct. Majid (2017:79) states that "indirect learning strategies show a form of high student involvement in conducting observations, investigations...". Learning is more student-centered, and the role of the teacher shifts from being a lecturer to being a facilitator, supporter, and personal resource.

On the other hand, implementing BRE teacher learning at SD N 1 Sripendowo leads to a direct learning strategy that is more teacher-centered. As stated by Majid (2017: 72) that direct learning strategies are learning teachers mostly direct that. This is in line with how learning, learning methods, and learning techniques are implemented. Namely, learning is more directed by the teacher. The summary can be seen in Figure 4 below.

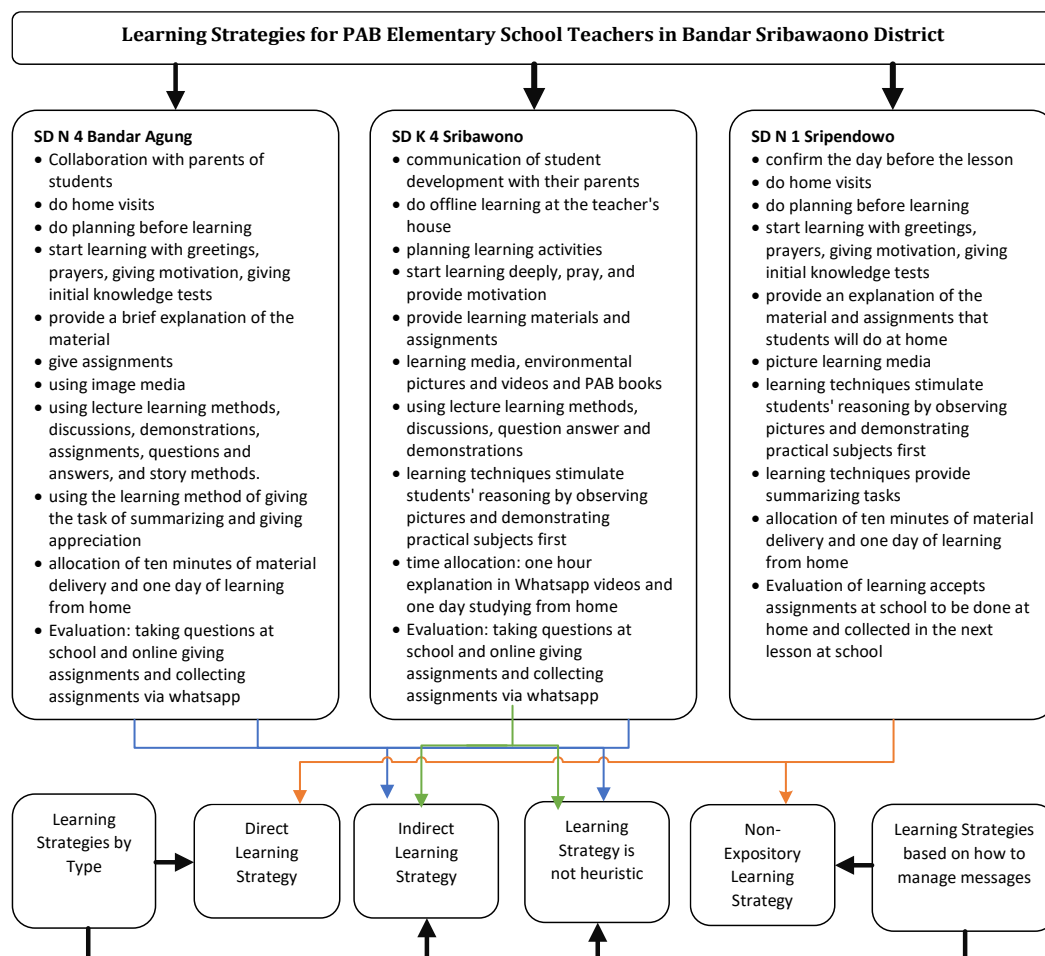


Figure 4. Characteristics of PAB Elementary School Teacher Learning Strategies in Bandar Sribhawono District

Conclusion, Limitation, & Recommendation

The implementation of LDL for BRE Elementary School Teachers in Bandar Sribhawono District uses online and offline learning systems and a combination of online and offline. The online method is done using the Whatsapp application features, chat, or video call. While offline is done utilizing students, come to the teacher's house to gather and discuss the assigned tasks, or the teacher conducts a home visit. In addition to this method, the teacher also provides learning by combining the two methods. The implementation of the teaching is carried out with a message processing strategy, namely heuristics and expository. Meanwhile, in elementary schools in LDL, teachers use more direct and indirect learning strategies when viewed by type. On the other hand, there are several learning strategies used by teachers so that learning objectives can be achieved and LDL runs well, including collaborating with the parents of students. BRE teachers provide unique approaches to students who are not active, rarely collect assignments, and do not understand the learning material by frequently calling parents/students for home visits. Based on the conclusions of this study, the implications are that the research results regarding the implementation of LDL and teacher learning strategies can be used as a reference in implementing LDL for teachers or students as prospective teachers. In contrast, teachers' results related to obstacles and efforts to overcome the barriers to LDL can be used as an evaluation and a reference to improve the quality of LDL implementation. In addition, for the institution, the results of this research can be used as a reference for the implementation of PAB SD in the area, especially Bandar Sribhawono District. Based on the conclusions and implications of this study, the suggestions that researchers can convey are: Teachers are expected to be more creative in selecting and using learning media such as videos, pictures, and audio lessons. This can be done so that students do not readily feel bored with the LDL activities. In addition, the results of this study are expected to be reference material for further researchers.

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