

## Model of learning management during pandemic (Analysis study: SMP Muhammadiyah 47 Sunggal)

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### KEYWORDS

management  
learning  
pandemic

**ABSTRACT** The emergence of many problems among the school community, be it teachers, principals, foundations, parents, students, to the community around the school related to the learning process that must be undertaken during the pandemic, became the background for this research. This study aims to analyze the learning management model during the COVID-19 pandemic at SMP Muhammadiyah 47 Sunggal, Deli Serdang District, North Sumatra. This qualitative research uses a case study type. Data collection techniques were carried out by means of observation, interviews, and documentation. The data analysis technique used is the interactive analysis of Miles and Huberman and the technique of testing the validity of the data using the triangulation method. The results of the study found that in an effort to ensure the continuity of the teaching and learning process during the pandemic, the school must build a new learning management model that is effective and efficient so that it is able to achieve learning goals and targets. Research findings on learning management models during the pandemic include five functions: Planning, starting from socialization, training, technology adaptation, preparing school policies related to the learning process, to preparing online lesson plans; Organizing, namely the arrangement of the implementation of learning, by arranging online schedules and home visits; Actuating, namely the process of implementing learning that has been designed, namely online, home visits and limited face-to-face meetings; Controlling, the supervisory system from the Ministry of Education and Culture and the Muhammadiyah Educational Elementary Council, and Evaluating, namely the evaluation and assessment process, both offline and computer-based.

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## 1. INTRODUCTION

The pandemic that hit the world is a global problem that has a wide impact on almost all aspects of people's lives, including educational institutions (Syafri & Hartati, 2020). The pandemic period has begun to shift and shake the order of the learning process, which usually takes place face-to-face learning has now turned into online learning, using online features that seem to be a substitute for online or face-to-face learning such as WhatsApp Moodle, Google Classroom, Zoom applications, meeting, schology and other applications that support learning (Kahfi & Kasanova, 2020).

The pandemic period is a period that cannot be avoided, but at least during this period, do not let the learning process not be carried out. Schools and teachers can continue to carry out the learning process with different management. The existence of educational transformation during a pandemic is one of the important problems in the educational process. There are government policies that make schools also obliged to make new learning management policies during the pandemic.

The success of the quality of education is largely determined by managers' ability to manage schools or carry out

educational management, such as learning management, students, educators, infrastructure, finance, and relations with the community. Management in education is very important, especially related to learning management.

Learning management to create a pleasant learning atmosphere is carried out in three stages: planning, implementation, and evaluation. Planning includes: preparing learning scenarios, media, and evaluation tools; implementation, namely the implementation of activities that are tailored to the learning scenarios that have been made in the previous stages, and evaluations are carried out by teachers offline and online (Jaya et al., 2021).

There is a shift from regular learning processes to electronic learning, causing an increase in the number of online classes, conferences, and meetings that are also held online. The world is completely dependent on information technology during this pandemic crisis (Soni, 2020).

## 2. LITERATURE REVIEW

Researchers often encounter difficulties in making cross-study comparisons, especially in examining a distance learning process, which has a different environment with

various characteristics, thus requiring mixed methods to determine the extent to which distance learning is successful. The study results found a gap between expectations and perceptions of the distance learning process, which includes distance learning, e-learning, and online learning (Moore et al., 2011).

The Covid-19 pandemic has had a broad impact, including changing the way of learning into online learning. This study evaluates students' online activities by using features that can predict student grades and observe student interaction patterns. Students' behaviour and interaction patterns will be compared before and during the Covid-19 pandemic. The results of the study indicate that it is predicted that there will be a decrease in student achievement, low fluctuations in student participation, this is due to the increasing volume of activity in online learning. Meanwhile, observing student interaction patterns showed a drastic change in student behaviour during the pandemic (Dascalu et al., 2021).

During the pandemic period, a new paradigm emerged in the world of education, namely learning using e-learning media. The use of e-learning has increased by 35.6%, although there are still failures. This study develops an integrated model with six dimensions, namely from the factors of students, educators, teaching and learning activities, technology, learning design, and a conducive learning environment. This study aims to determine the factors that affect the level of student satisfaction in learning with e-learning. And the results of the study indicate that educational institutions must make efforts to increase student satisfaction and further improve the quality of the implementation of the use of e-learning (Sun et al., 2008). Technology has played a huge role during the Covid-19 pandemic crisis. E-learning tools have helped to learn at home (Raad & Khan, 2020).

It is recognized that learning in today's era requires technological advances and also the internet as a way to obtain information. Three critical success factors in delivering knowledge online are the sophistication of appropriate technology, educators who master digital technology, and the use of technology from the perspective of students. Educators will play a central role in online learning, where their role is as one of the learning catalysts and knowledge navigators (Syafri & Hartati, 2020). The use of technology can make learning more interactive and make students more focused on learning; one of the uses of technology in learning media is with web-based animated videos as learning innovations that create a fun learning atmosphere, so students are more enthusiastic about learning (Safitri et al., 2021).

Herliandry stated that online learning is an effective learning solution to activate classrooms even though schools are closed due to risky times and places during the pandemic. However, this online learning technique is important to evaluate according to local conditions considering the distribution of facilities and the ability of parents to provide different online learning facilities to students in Indonesia (Herliandry et al., 2020).

Online learning is the prima donna in the world of education during the pandemic. Various applications that can be used in the learning process such as Whatsapp, Google Classroom, or Webex, are facilities or learning tools that can be prepared. The results showed that online learning during the pandemic can be carried out quite effectively,

this can be seen from the reactions of learners who scored in the satisfactory category, whereas if viewed from the aspect of learning and behavior, they remained in the fixed category, but in reviewing learning outcomes they were in the increasing category (Suprianto et al., 2020).

Online learning is one alternative that can overcome the problem of disrupting the learning process during the pandemic. Online learning can increase learning independence, interest and motivation, courage to express ideas and questions is another advantage of online learning (Sadikin & Hamidah, 2020).

A study offers a learning innovation during the Covid-19 pandemic, namely learning from home, which is an innovative blended learning model, wherein its application collaboration between teachers and parents is needed. This learning innovation is both an opportunity and a challenge for educators. This technology-based digital learning innovation is expected not only to take place during the pandemic, but can continue to be applied after the pandemic ends, so that education can be more advanced and quality, and able to compete globally (Rahmi, 2020).

Interaction plays an important role in the success and effectiveness of the learning system. This study, which aims to examine the relationship between student content and the quality of e-learning, intends to determine the impact of e-learning quality on student satisfaction during the Covid-19 pandemic. The results show that the quality of e-learning has a significant positive relationship to student satisfaction, and this relationship is not affected by the impact of covid-19 (Kumar et al., 2021).

Strategies to reduce children's boredom during SFH (School From Home) through gardening activities with a vertical system. The results showed that the students were enthusiastic and serious in listening and paying attention to the explanations of the speakers. Especially when it comes to gardening with a vertical system that uses paralon pipes, which is the first time they know about it (Mavianti & Ananda, 2020).

Online learning helps teachers during the COVID-19 pandemic, but it is considered less effective, even 80% of teachers are dissatisfied with the completion of online learning. This research is expected to be an evaluation material for various parties including education policymakers in conducting online learning (Fauzi & Khusuma, 2020).

Research with the findings that schools are starting to change learning strategies, which were originally face-to-face, are now non-face-to-face learning or what is known as online learning and distance learning (PJJ). Various learning models can be used by teachers to help students study at home. The government provides various learning applications that can be accessed and used by teachers and students. The obstacle is that parents have to add more time to accompany their children to learn. Meanwhile, from the teacher's point of view, teachers become technology literate and are required to learn many things. This online learning system can be used as a model in the implementation of learning (Anugrahana, 2020).

Research that aims to determine the effectiveness of online learning during the pandemic finds the results of the online learning system applied during the pandemic, including the effective but inefficient category. It was effectively implemented because of conditions that do require an online learning environment and are categorized as in-

efficient because the costs incurred in the learning process become more (Bahasoan et al., 2020).

Research conducted in China shows that parents generally have negative beliefs about the value and benefits of online learning and prefer traditional learning in early childhood settings. They tend to reject and even reject online learning for three main reasons: lack of online learning, inadequate self-regulation of children, and their lack of time and professional knowledge in supporting children's online learning. In addition, the difficulties caused by the COVID-19 pandemic have made them suffer, making them more resistant to online learning at home. The results show that the implementation of online learning during the pandemic has been problematic and challenging for families. Chinese parents are not trained or ready to accept online learning (Dong et al., 2020).

The results of the study, which aimed to obtain information about the effectiveness of the online learning process during the pandemic, showed that weak supervision of students, lack of signal strength in remote areas, and expensive quota fees became challenges in online learning. The results of this study are online learning that is less effective due to the lack of facilities and infrastructure and the unpreparedness of technology education (Putri, 2021).

Research related to the benefits of using mobile computing devices in learning, such as smartphones and mobile phones, provides findings that in addition to getting many benefits from using mobile computing devices, it is also found that boredom and frustration in learning are also found, even though using these mobile devices provides opportunities for more learning, broadly interact, collaborate, and enable students to engage in content creation and communicate on social media (Gikas & Grant, 2013).

Other research reveals that the pandemic causes the weakness of teaching and learning activities, institutional administration and shakes up the economy of educational institutions. Teaching and learning activities must continue to be carried out using online learning methods, among others, in order to follow government directives (Kahfi & Kasanova, 2020). Then an exploratory qualitative study with an inductive approach showed the results that online learning was considered less effective due to the lack of facilities and infrastructure and the lack of technology education (Dwi et al., 2020). This is also supported by the results of a study that concluded that continuous online learning during the pandemic is very ineffective (Dewan-tara & Nurgiansah, 2021).

This is different from research that analyzes the effectiveness of the implementation of the learning from home (BDR) process during the pandemic. Based on the results of research conducted by filling out questionnaires, in general, the implementation of learning from home takes place quite effectively. The results of the questionnaire on the implementation of BDR learning have poor effectiveness with 48% criteria in the evaluation process. So it is recommended that in implementing BDR, teachers are required to be able to design learning activities from planning to evaluation in a simpler, more creative and effective way (Kurniasari et al., 2020).

Some of the literature from the research results that have been described above is very relevant to discuss the problems of this research. The problems that arise in the school environment related to the transformation of education force the school to determine a new learning model

that is effective during the pandemic. For this reason, the purpose of this study is to analyze the learning management model during the pandemic.

### 3. METHOD

This research was conducted at SMP Muhammadiyah 47 Medan Krio Village, Sunggal District, Deli Serdang Regency. The research time is in the 2020/2021 school year. This study uses a qualitative approach. Qualitative research aims to understand certain situations, events, groups, or social interactions (Locke et al., 2007). The basic data of this research is learning management during a pandemic which includes five functions, namely planning, organizing, actuating, controlling, and evaluating, which is usually abbreviated as POACE.

This type of research is a case study. A case study focuses on the specifics of a case in an event, whether that includes individuals, cultural groups, or a portrait of life. A case study is a research strategy in which the researcher carefully investigates a program, event, activity, process, or group of individuals (Creswell, 2010). In this study, researchers tried to reveal how learning management took place during the pandemic at SMP Muhammadiyah 47 Sunggal.

The data collection techniques used in this study are: 1) Observation, the researcher observes the learning process that takes place at SMP Muhammadiyah 47 Sunggal, during the pandemic; 2) Qualitative interviews, namely researchers collect data by conducting interviews to dig up information about learning management during the pandemic that comes from teachers, school principals, and 3) Documentation, namely collecting data in the form of documents that support research, such as: Learning Implementation Plans (RPP) online, online learning schedule, online learning process reports and so on.

The data analysis technique used in the qualitative approach, with the type of case study in this research is qualitative analysis using the Miles and Huberman interactive analysis model, namely qualitative data analysis is carried out interactively and takes place continuously until complete so that the data reaches a saturation point (Miles & Huberman, 1994). Miles and Huberman's newest interactive analysis model changes data reduction to data condensation, but still consists of four main things: data collection, data condensation, data presentation, and conclusions.

Testing the validity of the data is done by triangulation method, either technical triangulation or informant triangulation. The triangulation technique used in this study is to describe the results of the study which are strengthened by at least three types of data collection techniques, namely observation, interviews, and documentation. Meanwhile, informant triangulation is testing the validity of the data which is supported by the results of interviews with several informants.

### 4. RESULT & DISCUSSION

Based on the results of the initial observations of the researcher's visit to the research location, it can be described that SMP Muhammadiyah 47 is a school that is quite conducive as an educational institution, because it has adequate learning facilities, neat layout, a clean and beautiful school environment, and the friendliness of the school residents in receiving guests.

SMP Muhammadiyah 47 Sunggal educates 544 students with 29 employees, consisting of 24 educators (teachers), including the principal and one Guidance Counseling (BK) teacher and five education staff, namely, school operators, administration, staff librarians, security guards, and school guards. The data was obtained by researchers from school documents recorded on the data board located at the principal's office. The data board also shows the number of students with a graph that continues to increase every year; this indicates that the level of public trust in schools is getting better.

Regarding the research results obtained, the researchers classified into five functions of learning management, namely planning, organizing, actuating, controlling, and evaluating. As will be described systematically as follows:

**A. Planning** Based on observations, it is known that during the pandemic, SMP Muhammadiyah 47 Sunggal did not carry out the learning process at school, to be precise, starting in March 2020. However, at the beginning of February 2021 learning had begun at school, namely with a limited face-to-face system. This is the policy taken by the school based on an analysis of the situation and learning needs for students, to overcome the learning process during the pandemic. The school issues policies that are in accordance with government directives, in this case the Ministry of Education and Culture, which is directly coordinated by the UPT Sunggal District and the Diknas Kabupaten Deli Serdang.

The results of these observations are supported by the results of interviews with informant-1, namely:

...the first learning policy was in March 2020, which fell in the even semester, there were two learning methods used, namely the online method and the home visit. In a home visit, students are made into groups based on the location of their adjacent homes, then the teacher will come to teach. At that time there were eight study groups that were formed, all health protocol facilities and learning facilities were prepared by the school...

Then informant-1 continued his explanation:

...the second learning policy in the odd semester is carried out in early February 2021, we have entered face-to-face, but face-to-face is limited. The limitation is that the first is only two hours of lessons, namely from 08.00 to 10.00, then the second is the number of students is limited, namely one class is divided into two waves, one week the first wave and another week the second wave...

To implement the policy of the learning system during the pandemic, of course, the school carried out careful planning, starting with the socialization of the learning system during the pandemic, involving teachers in technology training activities, to compiling an online Learning Implementation Plan (RPP).

Based on the training certificate documents shown, the researchers saw that there were several preparatory activities carried out by teachers in dealing with learning during the pandemic, including participating in the Webinar

activity "Emergency Curriculum During the Covid 19 Pandemic" organized by MGMP IPA and IPS SMP Kab. Deli Serdang, then the Workshop "Easy Ways to Make Online Questions" organized by the Indonesian Teachers Association (IGI) Deli Serdang, and also "The Program for Increasing Teacher Competence for Pure Online Mode Learners" organized by the Director-General of Teachers and Education Personnel, Head of the Center for Development and Empowerment Educators and Education Personnel.

Based on the information that the researcher obtained from interviews with informant-2, it is known that, during the pandemic, the lesson plans were made slightly different, where there was a streamlining of learning materials.

Informant-2 explained:

...during this pandemic we made online RPP based on the emergency curriculum during the Covid 19 pandemic, actually this online RPP is not that much different from usual, but here there is a streamlining of learning materials and our implementation is also via WhatsApp or voice note...

The results of the research description above can be analyzed that learning management in the planning function carried out by SMP Muhammadiyah 47 Sunggal based on the results of observations, interviews, and documentation, namely the preparation and planning carried out by the school, starting from socializing online learning programs, implementing training for teachers, especially in adapting technology, preparing school policies related to the learning process, to preparing online learning implementation plans (RPP).

The results of this study are in line with research conducted by [Anugrahana \(2020\)](#), which states that the pandemic causes changes in learning strategies, for that it takes readiness for schools, especially teachers in designing a remote activity with an online system (online). [Safitri et al. \(2021\)](#) also suggested that teachers be able to create interactive learning using a variety of technologies so as to create a fun learning atmosphere, and students are more enthusiastic in learning.

**B. Organizing** Based on the results of observations made, it is known that in the learning process during this pandemic, SMP Muhammadiyah makes educational policies with new learning methods. For this reason, a learning organization is needed in the form of an online learning schedule that is carried out at home.

The results of these observations were strengthened by the documentation shown in the form of an online system learning schedule at home during the Covid-19 Even Semester T.P. 2020/2021 Informant-3 explained that:

...in this pandemic learning period we conduct online learning from Monday to Friday, while on Saturday is the schedule for students to collect portfolio assignments. For the home visit method, we make a schedule for teaching distribution. We also discussed this schedule arrangement with parents because with the online learning system at home, the involvement and role of people is very large...

The results of the research description above can be analyzed that learning management in the organizing function carried out by SMP Muhammadiyah 47 Sunggal based

on the results of observations, interviews, and documentation, namely the arrangement of learning arrangements, by arranging online schedules and home visits, in collaboration with parents. Based on the schedule arrangement process compiled by the school, it runs smoothly, especially in the home visit system. Because the home visit itself is a model of student group learning, so that there is still interaction between teachers and students, even with a limited number. A research result [Kurniasari et al. \(2020\)](#) showed that the implementation of learning from home went quite well with a percentage of 60-79%, but in the evaluation process it had poor effectiveness with 48% criteria. Therefore, according to [Dewantara & Nurgiansah \(2021\)](#), based on the results of their research, they conclude that continuous online learning during the pandemic is very ineffective.

**C. Actuating** Based on observations, it is known that during the pandemic the school conditions at SMP Muhammadiyah 47 Sunggal looked quiet, there was no visible learning process in the classroom, no students came to school, except on Saturdays, when they collected assignments which sometimes were also handed over or delivered. by his parents. There are only a few teachers who carry out the online learning process with facilities provided by the school and also teachers who take turns visiting students' homes alternately with the home visit method.

Informant-4 explained:

...in addition to the online method, we also carry out a home visit method, namely by bringing a home visit assignment letter, the teacher visits students' homes to conduct lessons there. There are eight groups of home visits that we divide based on the location of their homes which are close to each other. The number of students in one group is also limited, only about 8-10 students, because we still pay attention to health protocols. However, in the odd semester of early February 2021, we used a limited face-to-face method in waves...

The results of the research description above can be analyzed that learning management on the actuating function carried out by SMP Muhammadiyah 47 Sunggal based on the results of observations, interviews, and documentation using three learning methods. At the beginning of March 2020 the even semesters used the online method and home visits, while in the odd semesters, to be precise in early February 2021, they used a limited face-to-face method, namely in waves. Where in one class is divided into two groups of students. The first group of students entered the school in the first week and the second week studying at home. While the second group, on the other hand, studied at home in the first week and went to school in the second week.

Their study time is also limited to only two hours of lessons, starting at 08.00-10.00. As research by [Kahfi & Kasanova \(2020\)](#) which revealed that during the pandemic, teaching and learning activities in educational institutions must continue to be carried out using online learning methods, among others, in order to follow government directives. Then the research of [Sadikin & Hamidah \(2020\)](#) which states that online learning is an alternative in overcoming the problem of disrupting the learning process during the pandemic.

The online learning method run by SMP Muhammadiyah 47 Sunggal during the pandemic has shifted the face-to-face learning method, as research conducted by [Soni \(2020\)](#) which states that the pandemic has resulted in increased online classes and learning to become dependent on information technology. [Herliandry et al. \(2020\)](#) also stated that online learning is a solution to overcoming the learning system during the pandemic. [Suprianto et al. \(2020\)](#) and [Rahmi \(2020\)](#) in their research, also stated that online learning was quite effective to implement. Although there are also many other researchers who provide different research results. Like [Fauzi & Khusuma \(2020\)](#), which states that online learning is less effective in a learning process, this is also supported by the research results of [Gikas & Grant \(2013\)](#) and [Putri \(2021\)](#), which prove the many weaknesses in online learning.

**D. Controlling** The supervision process in online learning is important, not only carried out by parents and the school but also from external parties. At SMP Muhammadiyah 47 Sunggal, supervision is carried out by supervisors from the Ministry of Education and Culture of Sunggal sub-district, Deli Serdang district, and also by the Educational Council (Elementary and Secondary Education Council) Muhammadiyah Medan Krio Branch Manager.

As explained by informant-1:

...during this pandemic, teachers make regular reports on learning activities from home as a form of accountability for the learning process. This report will be examined by the Ministry of Education and Culture supervisor and the Council of Education and Culture...

Informant-1 also shows several reports from teachers of SMP Muhammadiyah 47 Sunggal as a document of the learning process. If described, the form of the report consists of a cover report containing the course, learning time, teacher's name, school identity, and the school logo. Then it contains three chapters, namely introduction, method of delivering material and assessment, and general report. The appendix contains screenshots of learning via WhatsApp, absent attendance, and reports on student participation rates. For the home visit method, there are also reporting records in the form of tables.

The results of the research description above can be analyzed that learning management on the controlling function is carried out by SMP Muhammadiyah 47 Sunggal based on the results of observations, interviews, and documentation, namely the external supervision system is carried out by two departments, namely the supervisors of the Ministry of Education and Culture and the Muhammadiyah Educational Education Council. The supervision system is carried out, one of which is by checking the routine reports of the learning process made by the teacher during the online learning process from home.

Supervision in online learning is an important thing, as is the case with research conducted by [Kumar et al. \(2021\)](#), which states that the main factor for the success of online learning is the good interaction between student content and the quality of e-learning. Research conducted in China by [Dong et al. \(2020\)](#) even states that online learning lacks control in its implementation, both by teachers and by parents at home. However, [Volery & Lord \(2000\)](#) also state the success factors of online learning that can be applied in schools.

**E. Evaluating** Based on the results of observations and interviews conducted by researchers, it is known that the evaluation system implemented at SMP Muhammadiyah 47 Sunggal during the pandemic period was in two ways. The first is as a continuous process of the online method, which is commonly referred to as offline. Students or parents take questions at school, then take the questions home for students to work on at home, the next day the results of the evaluation will be returned to the school. However, this method is considered less effective in measuring student success. So in the odd semester of early 2021, the computer-based student learning outcomes assessment system was changed, so that objective and more accurate results could be obtained.

As the results of the interview with informant-1, who explained that:

...the assessment system that we did the first time the pandemic occurred was the offline system, where students or parents came to school to pick up questions, the questions were brought home for the children to work on at home, the next day, the answer sheets were delivered back to school. However, because it was felt that the assessment system could not measure the level of student success, then in the next semester, we replaced it with a computer-based assessment, where children came to the computer laboratory at school in waves, we continued to limit student attendance. With this computer system, it is easier for teachers to assess and the results are also perceived as more accurate...

The results of the research description above can be analyzed that learning management on the evaluating function carried out by SMP Muhammadiyah 47 Sunggal based on the results of observations, interviews, and documentation that there are two systems, offline and computer-based. However, because the offline assessment system is deemed less accurate and cannot measure the level of student learning outcomes, the assessment system is carried out on a computer-based basis. In practice, students still have to come to school, to be precise, to the computer laboratory in waves to avoid crowds. Research conducted by [Jaya et al. \(2021\)](#) states that learning management is one of the evaluation activities that teachers can do both offline and online.

The evaluation results in the implementation of online learning are important to reflect. Research conducted by [Dascalu et al. \(2021\)](#) states that it can be predicted that online learning will result in a decrease in student achievement, as is the case with [Kurniasari et al. \(2020\)](#). [Bahasoan et al. \(2020\)](#) even evaluated that the implementation of online learning which was considered effective was not efficient, because the budget required was more expensive. [Sun et al. \(2008\)](#) suggest one way to increase the level of student satisfaction in online learning, namely the school to improve the quality of the use of e-learning.

Overall, the results of this study can be discussed that in dealing with the pandemic period, all educational institutions have their own learning management policies, as well as the analytical study in this study which chose the location at SMP Muhammadiyah 47 Sunggal. The learning management model that has been implemented has been explained, but problems still arise in its implementation.

According to informant-1, the problems that arise are the mental readiness of school residents with the educational transformation that occurred due to the pandemic, this is proven by the emergence of various problems:

- a. There are still many students who don't have cellphones, meaning that they still borrow their parents' cellphones, of course, it's difficult to set an online teaching time schedule if the study time is the same as the parents' working time outside the home.
- b. Students have difficulty understanding the subject matter, the limited use of learning media in the form of chat or voice notes cannot replace the presence of a teacher, coupled with the school's policy not to make many learning videos in order to understand the economic conditions of students' parents in filling internet quotas.
- c. The increasing need for an internet quota will automatically happen because online learning from home requires a large internet quota.
- d. The number of complaints from parents regarding the length of intensity of children/students in using mobile phones. The emergence of boredom from parents who see their children always struggling with cellphones so that it limits interaction and communication with people in the surrounding environment. Kesiapan emosi siswa dalam menerima pelajaran tidak terekam. Keluhan ini dirasakan oleh guru, yaitu jika tidak dengan tatap muka, maka guru tidak dapat mengetahui respon siswa secara langsung dalam menangkap pelajaran.
- e. The child rarely does the task given by the teacher. According to the teacher, less than 50% of the students did the assignments, and the rest ignored the assignments given.
- f. The learning process is not optimal because everything is limited, time is limited or reduced, the material is summarized, and meetings between students are limited, so the learning process cannot achieve the expected target. This is understandable because, during a pandemic, children's health is prioritized.
- g. The decline is in the level of discipline and student learning outcomes. Of course, the results obtained are different between learning in a school environment that has been designed conducive to learning and environmental conditions at home. This has an impact on the decline in student discipline and also student learning outcomes.

Several previous studies also raised the problems of learning during the pandemic, including [Anugrahana \(2020\)](#) who stated the obstacles experienced by parents who needed more time to accompany children to study at home, and the challenge for teachers was that teachers had to learn many things in designing learning, especially those that based on digital technology; then research [Dwi et al. \(2020\)](#) which shows the results of research that online learning is considered less effective, due to the lack of facilities and infrastructure and the unpreparedness of technology education. Moreover, the research of [Dong et al. \(2020\)](#) shows the unpreparedness of parents in facing online learning.

However, in contrast to the research conducted by [Sadikin & Hamidah \(2020\)](#), the results of his research show that online learning can increase learning independence,

interest and motivation, and courage in expressing ideas and questions. Likewise, the research of Rahmi (2020) and Suprianto et al. (2020) which strongly supports online learning and makes it the prima donna and solution for effective learning during the pandemic. Apart from that, whatever learning system that is applied has advantages and disadvantages, depending on the conditions of the learning environment, student conditions, infrastructure, teacher skills, and the readiness of all learning citizens in adopting various changes and educational dynamics that are forever not static, everything must move towards better progress. As stated by Moore et al. (2011) that it is difficult to research online learning processes due to differences in learning environments with various characteristics.

## 5. CONCLUSION

A new learning management model is needed during the pandemic so that the teaching and learning process can continue to take place effectively and efficiently. Based on the results of the study, it was found that learning management includes functions, planning: preparation of online learning plans; organizing: preparation of learning schedules during a pandemic; actuating: learning models take place online, home visits, and face-to-face are limited; controlling: the existence of supervision from external parties, and evaluating: a computer-based assessment process, to obtain accurate and objective learning outcomes.

Problems that arise in the online learning process include that there are still many students who do not have mobile phones, students have difficulty understanding the subject matter, the increasing need for internet quotas, the number of complaints from parents regarding the length of intensity of children/students in using mobile phones, emotional readiness of students in receiving lessons. not recorded, tasks given by teachers are rarely carried out by children, the learning process is not optimal, the level of discipline decreases, student learning outcomes decrease, and most importantly the mentality of school residents is not yet ready for the educational transformation that has occurred due to the pandemic. Results of this study are expected to be input and consideration for the government in determining education policies during the pandemic.

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