

MANAGEMENT OF ONLINE LEARNING FOR EQUALITY EDUCATION IN THE COVID-19 PANDEMIC PERIOD; CASE STUDY AT PKBM BHINA SWAKARYA

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ABSTRACT

The Covid-19 pandemic has hit the world, which has an impact on the learning process. The face-to-face learning process is replaced by an online learning process to avoid crowds in the community. This study aims to provide a study of the management of online learning for equality education in real terms in accordance with the results of field research. The research method used is a qualitative approach with descriptive methods. This study used three participants, namely the manager or head of the institution, tutors or educators and citizens learning the equivalence package C. The research was carried out at PKBM Bhina Swakarya, West Bandung Regency. This research uses interview, observation and documentation techniques. This study used source triangulation as a data validation technique. The result of this research is that online learning has been implemented systematically even before the Covid-19 pandemic. The management applied is planning, organizing, mobilizing and controlling. Whereas if there are difficulties in online learning such as inadequate learning facilities, the manager provides opportunities for citizens to learn to do face-to-face learning, but still maintain health protocols. This is held in the visiting tutor program.

Keywords: online learning, management, equality education

INTRODUCTION

Corona virus disease 19 or what is called COVID-19 is a virus that easily spreads with symptoms such as fever, cough, shortness of breath to symptoms such as diarrhea, fatigue, and so on (PDPI, 2020). This virus spreads rapidly from China to all corners of the world including Indonesia. The existence of this corona virus with symptoms that are quite common for humans to cause the government to impose social distancing. Social distancing has a large enough impact on human life from an economic, social, psychological, to educational perspective.

Education is one of the sectors that plays an important role in activities to improve the quality of human life and many people depend on education for both formal, non-formal and informal education. In times

like these, education is affected. This impact requires educational institutions to work together both from managers, teachers, to students to adapt to the distance learning process. Distance learning is a learning activity that does not recognize the boundaries of time and space so that it can create independence from students in adapting to learning (Kor et al., 2014; Isman, 2017; Iskenderoglu et al., 2012). The adaptation process of distance learning is carried out by learning online by utilizing the internet network in activities that use social media such as Whatsapp, Zoom, Google Meet, and so on (Atsani, 2020; Isman, 2018). However, in the online learning process like this, there are still many obstacles experienced in the process (Semradova & Hubackova, 2016; Ali, Prawening & Samiaji, 2020). The existence of obstacles

experienced in the online teaching and learning process in non-formal education is known to occur due to several factors including limited internet quota, unstable networks because participants or teachers are in rural areas, the number of jobs because students are employees, age range among participants different students so that older students have difficulty managing the application (Jamaluddin, Ratnasih, Paujiah, 2020; Ali, Prawening & Samiaji, 2020). In addition to technical constraints, obstacles were experienced both from the teachers and students, this was influenced by factors that affected the quality of distance learning, including the creativity of teachers in implementing learning, the need for communication and coordination for teachers, enthusiasm for learning or learning motivation from teachers and students. , openness of teachers and students regarding the learning process, joint evaluation.

However, not all of them feel these obstacles, even these obstacles can be used as a way to make learning methods better. Not a few of the online teaching and learning processes run effectively as well as offline teaching and learning processes. This depends on how teachers and students work together to create good and effective alternatives to distance learning (Ahmad, 2020). This has been done by the Bhina Swakarya Community Learning Activity Center (PKBM). Learning has been carried out before the Covid-19 pandemic. So, the implementation of learning can run well. Even so, these institutions still carry out the implementation of learning in accordance with the established implementation management.

Good management of an activity aims to achieve efficient activities, these activities include planning, organizing, implementing and monitoring activities (Awaluddin & Hendra, 2018). According to George R. Terry in his theory states management as a distinctive process consisting of actions, planning, organizing, mobilizing and

controlling (Syahputra, 2016). Therefore, this study aims to provide a study of the management of online learning for real equality education in accordance with the results of field research. So, it can be used as a basis for further research related to the implementation of online learning.

RESEARCH METHOD

This research uses a qualitative approach with descriptive methods. the purpose of the research is to obtain information and describe the empirical reality behind the phenomenon in depth, detail and thoroughly. This study used three participants, namely the manager, instructor / tutor and students. This research was conducted at PKBM Bina Swakarya, West Bandung Regency. The target of this research is institutional management. This study uses interview techniques, observation and documentation. This study used source triangulation as a data validation technique.

FINDING(S) AND DISCUSSION

Based on the research results that refer to the research objectives, the results obtained have four components in the implementation, namely planning, organizing, mobilizing and monitoring or supervising. The results are presented as follows:

First, planning which is the initial stage or as a basis for program implementation. Planning is a process defined as organizational goals, creating strategies to achieve those goals, and developing an organizational work activity plan. In this case, the first thing that is done by the PKBM Bhina Swakarya manager in organizing online learning is the setting of goals. The purpose of holding online learning is to facilitate access to learning for citizens to learn the equivalence of package C. This is done for several reasons, namely learning citizens who have worked hard to do face-to-face learning due to very little time, then added to the Covid-19 pandemic that attacks

all world so that online learning is an alternative destination for learning citizens to continue learning and get access to education.

Furthermore, the manager prepares tutors as educators in online learning. Meanwhile, the requirements set to become educators in the online learning equivalency package C program are that they have taken undergraduate education and have the ability to operate learning applications. The number of tutors in the package C equivalency program is 11 people who are adjusted to the subject they are taught including Indonesian, mathematics, English, history, geography, sociology, economics, civic education, religious education, information and communication technology, life skills education.

The next plan is to prepare learning media in the implementation of online learning in the package C equivalency program. The learning media prepared are learning modules, computers or capable devices that are owned by tutors for learning applications such as YouTube, WhatsApp, Google classroom, WPS. Preparation of the learning implementation schedule is carried out in one week 2 x meetings every Saturday and Sunday from 10.00 to 12.00. Plans in implementation can be done anywhere. The curriculum used refers to the K-13 curriculum. However, the lesson plan was submitted and made by the respective tutors according to the conditions of the learning community and the Covid-19 pandemic that hit. There is partnership access for learning citizens in providing internet quotas in collaboration with partners in meeting learning needs.

Second, organizing as an arrangement in the division of tasks and functions of each member. Organizing, namely a process of grouping people or tasks and responsibilities in such a way as to suit the objectives. The division of tasks or responsibilities in the implementation of the package C equivalency program online learning at

PKBM Bhina Swakarya divides tasks according to the learning schedule that has been determined in the planning. Meanwhile, if there are problems with fellow tutors in carrying out their duties, the tutors will help each other and provide solutions. The division of tasks for managers is to monitor online learning through applications such as Whatsapp and Google Classroom so that learning can be more controlled and in accordance with predetermined goals.

Third, mobilization as a main activity that can encourage implementation goals can be applied. Mobilization or often said to be the implementation of program implementation is a way to generate or encourage all components in the program so that they want and try to achieve goals. The implementation of online learning for the package C equivalency program is carried out at their respective learning locations using their own devices. Learning is carried out every Saturday and Sunday on Saturday 13.00-16.00 and Sunday 10.00-13.00. The learning strategies and methods used are the tutor providing learning material, students are welcome to ask questions about the material provided, after the discussion is complete the tutor gives assignments and is collected in the goggle classroom. The learning media used are Google classroom, Whatsapp group, power point, e-module. Not all participants learn online, but only 60-80% of the total learners. This is due to limitations in the ability to learn online such as not understanding and not having facilities so that the module is owned as learning material.

Fourth, namely supervision, namely efforts to control, evaluate and monitor human resources, the organization of the results of the activities of the parts or from all existing activities to ensure that the activities and performance of the organization are as expected. So that supervision is aimed at observing, knowing and assessing the work activities of employees in the process of achieving

organizational goals and objectives efficiently and effectively. The supervision carried out by the PKBM Bhina Swakarya manager in the implementation of online learning for the package C equivalency program through the Whatsapp group media was done as an effort to control the activities of tutors and learning citizens. Every one month, the managers and tutors conduct an evaluation of the development of online learning, such as learning outcomes for learning citizens, learning effectiveness to online learning facilities.

Every program implementation must have obstacles including the implementation of online learning, which is caused by learning citizens not having adequate devices, so that tutors and managers provide solutions in the form of face-to-face learning but still pay attention to health protocols and hold visiting tutors. Visiting tutors are conducted for learning residents who have long distances to go to institutions, so that tutors who will visit residents study at their homes. Student learning outcomes can be seen from the collection of assignments submitted in the Google classroom. So, every month, at the beginning of the first week, the manager and tutor hold a meeting to discuss learning outcomes with the learning community.

In terms of working together both from teachers and students, before teachers work with students, it would be nice for the teacher to foster learning motivation in students. Motivation to learn during a pandemic like this is usually quite decreasing because students stay at home and are more often distracted by other circumstances. The process of growing motivation to learn is usually fulfilled by several factors, namely, age, physical condition and intelligence that must be considered (Hamalik: 2011). Because in pandemic conditions like this, especially in equality education, it is usually no longer school age or is classified as quite old where the health and intelligence conditions are lower so that it affects the

motivation to learn. So if the teacher is able to foster learning motivation and is able to work together with students, then the teacher needs to give appreciation to students for their success in learning in a pandemic like this. One example of collaboration between teachers and students found in learning methods that can be used during a pandemic like this is the combination method, where there are online and offline processes (Ali, Prawening & Samiaji, 2020).

One way that can be used in the learning process is to use a combined learning method with a mixed process both online and offline which is carried out with the group / self observation process, discussions, investigations and webinars, as well as learning appreciation. First, the group / self observation process is a way for students to examine the phenomena around them and then they will record it in the form of a report. Apart from being a report, this process is a discussion material for them in the second stage so that the learning process becomes interactive. The second stage, namely discussions carried out online through the media, this discussion process makes the role of the teacher change to become a facilitator in this discussion so that students are able and express their opinions. Furthermore, investigations and webinars are methods that are not much different from group / self observation, but the difference is that investigations compare phenomena in the field directly with the theory after that a webinar will be conducted to present what students have found. After that there is an appreciation process to appreciate the learning outcomes of students and the learning process of students so that students are more enthusiastic about learning.

HEADINGS AND SUB HEADINGS FOR CONCEPTUALLY-BASED PAPER

Online learning was enforced during the Covid-19 pandemic throughout the world. Learning in the network is carried out aimed at avoiding direct contact and

maintaining distance or avoiding crowds that can trigger a wider spread of the virus (Sadikin & Hamidah, 2020). In accordance with the research conducted by Kharisma et al. (2020) with a study entitled Overview of PKBM Budi Utama Surabaya's Online Learning Needs during the Covid-19 Pandemic, which in their research results explained that the Covid-19 pandemic had an impact on changing face-to-face learning models into deep learning network (online). A similar thing was done by students of the Gajah Mada University real work college (KKN) that have provided learning assistance online and learning from home (Santosa, 2020).

Online learning does not only apply to formal education but non-formal education such as equality education is also affected, so that tutors or educators are required to be able to present effective learning innovations (Ali, et al., (2020). Online learning cannot be separated from facilities or learning media in the form of devices or electronic devices. This is done because of the provision of material through liaison applications such as Google Classroom, Zoom Meeting (Jamaluddin, et al., 2020). This is of course inseparable from good and effective management management for the implementation of learning In this case, management management that can be applied is POAC (Planning, Organizing, Actuating and Controlling) (Syahputra., A, 2014; Awalludin & Hendra., 2018).

CONCLUSION(S)

Based on the results of the research and discussion described above regarding the management of online learning management at PKBM Bhina Swakarya, it can be concluded that online learning has been implemented systematically even before the Covid-19 pandemic. In planning the management has prepared media and materials in the form of e-modules and facilities in the form of internet, computers and adequate devices for tutors and for

learning citizens, providing internet quotas in collaboration with partners in meeting learning needs. Organizing that is done in online learning can be said to be concise because the workload is slightly reduced. Implementation of learning can be done anywhere, but still pay attention to the learning schedule. It is also inseparable from the supervision of the manager to follow up on the obstacles faced by tutors or learning citizens in online learning, so that all components in the institution can be controlled. Whereas if there are difficulties in online learning such as inadequate learning facilities, the manager provides opportunities for citizens to learn to do face-to-face learning but still maintain health protocols, this is held in the visiting tutor program.

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