Online Learning Model in The Pandemic Time COVID 19 at SMK Negeri 1 Saptosari Yogyakarta

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Abstract. This research is a qualitative descriptive study, the purpose of this research is to: (1) Find out what online learning models are used by SMKN 1 Saptosari teachers during the Covid 19 pandemic; (2) Describe the technical steps for developing an online learning model for subjects at SMKN 1 Saptosari; (3) Obstacles experienced by teachers in implementing online learning; (4) Efforts to overcome obstacles. This research was conducted at SMK N 1 Saptosari with research subjects Teachers of productive subjects who represent the existing expertise competencies at SMK N 1 Saptosari as many as 40 people, data collection was carried out by observation techniques in schools when the teacher was doing online learning, interviews with teachers productive, and instruments in the form of a questionnaire used to reveal data on online learning models, the obstacles faced and efforts to overcome them. The results showed: (1) The online learning model used by SMKN 1 Saptosari teachers during the Cocid 19 pandemic used the following platforms: google classroom, google meet, Zoom, WA group, youtube channel, and Microsoft 365; (2) The technical steps for developing an online learning model for subjects at SMKN 1 Saptosari include: (a) Initial analysis to identify the online learning model and platform used; (b) Determination of material; (c) Implementation of lecture, discussion, and mentoring methods in preparing material, structuring the material so that it is easily accessible to students, real-time interaction, role playing; (d) Preparation of RPP; (3) Obstacles faced: (a) Teachers do not master the internet well, (b) Internet quota is limited, (c) The signal is not supportive, (d) Not all students have laboratory devices, (e) Students and their parents are lacking understand the procedures for learning through online well; (4) Efforts are made: (a) Organizing online learning workshops for teachers, (b) Creating class group WA, (c) Simplifying the material so that it is easily accessible and understood by students, (c) Providing internet quota assistance for students, (d) Conduct home visits for students who encounter problems, (e) Provide a grace period in collecting assignments.

1. Introduction
The Covid 19 disaster currently occurring is a global epidemic that is disruptive and affecting various aspects of life. Since December 2019, the spread of the Covid 19 virus has been fast and certain in all parts of the world. As of January 24, 2020, WHO (2020) reports that limited human-to-human transmission (on family contact) has been confirmed in large parts of the city of Wuhan, China with other countries. The outbreak quickly spread to all countries including Indonesia, which later determined the Covid-19 pandemic as an extraordinary event (KLB). The total number of positive patients with
Covid-19 reached 10,843 people (kompas.com, May 2, 2020). If a confirmed case of 2019-nCoV is found, it is declared an outbreak (Ministry of Health, 2020: 28).

Various countries and various parties have made efforts to overcome the impact of Covid-19 in the field of education, especially learning. The biggest solution proposed by various groups related to education mitigation in the context of Covid-19 is distance learning or online learning or online learning. In a short time, the whole world changed conventional face-to-face learning patterns into online (LIPI, 2020). WHO (2020) urges that when the situation of the spread of the virus accelerates, the education process in schools must be closed and the education process must continue through online learning activities with various media. Unesco (2020) mentions that 1.5 billion students and 63 million teachers in 191 countries have contributed to the Covid-19 pandemic. Zhing (2020) states that the Covid-19 outbreak causes schools to organize online learning, however various conditions and limitations also give color to the implementation of this learning.

Indonesia is one of the countries that have experienced the impact of Covid-19, in this regard the government has made strict policies to reduce and eliminate the spread of this virus, one of which is the policy of Work, Worship and Learning from Home. Learning policies that were originally implemented by menbaga education are now implemented at home through applications or platforms that support the implementation of learning at home. The Ministry of Education and Culture issued circular letter No.4 of 2020 concerning the Implementation of Education in the Covid-19 Emergency Period as a basis for carrying out learning at home. The transition of this learning method is carried out in various ways to find suitable concepts to implement this policy, because there are many obstacles that are found such as mastery of technology, limited facilities and infrastructure, internet networks, and financing which are likely to experience enlargement for various parties, especially teachers, guardians, students and parents.

One of those affected by the transfer of this learning process is the teacher. Teachers are required to be able to use technology in learning, be able to develop skills and knowledge and be able to innovate in every learning process, including the strategies and learning models used. Based on a study conducted by the Child Protection Commission (2020) on 1700 students and 602 teachers, as many as 76.7% of respondents (students) stated that they did not like learning at home, 81.8% stated that online learning experienced too many tasks, 42.2% said they did not have internet quota, and 15.6% do not have adequate online tools. In the learning aspect, the salient aspects are the number of tasks that students have to do in a limited time and the lack of interaction between teachers and students. When viewed from the media aspect, it can be seen that various media such as WhatsApp, Google Classroom, Google Meeting, Zoom, Wibwex and others, are used in online learning. From the teacher's point of view, 52.8% of teachers have used online learning at least once. The media used is dominated by the use of social media which are not specifically designed for online learning 83.4%. This needs attention on how to improve the ability of teachers to use online media in learning.

In an effort to improve teacher skills and implement online learning that has been determined to be a solution in the Covid-19 era which does not allow face-to-face, the UPT Kemendikbud throughout Yogyakarta held an online seminar attended by 300 participants from various provinces consisting of teachers, school principals, school supervisors, widyaiswara and Learning Technology Developers, with the main theme of online learning seminars. The topics discussed included the use of google classrooms, best practice E-Pensa training, structured E-training. (KR, 4 May 2020). This shows the great interest of the participants in the development of online learning models.

Based on the various descriptions above, there are still many obstacles in learning by implementing online learning models, these are related to the ability of teachers to implement online learning, readiness to implement online learning during the Covid-19 epidemic, choosing the right online learning model according to the subject. vocational at SMK. Therefore it is necessary to conduct research to: (1) Determine the online learning model used by SMKN 1 Saptosari teachers during the Covid 19 pandemic;
(2) describe the technical steps for developing an online learning model in subjects at SMKN 1 Saptosari;
(3) obstacles experienced by teachers in implementing online learning; (4) efforts to overcome obstacles according to the conditions and situations during the Covid-19 epidemic.

2. Methodology
This research uses descriptive qualitative methods. The research subjects were teachers of productive subjects representing the expertise competencies in SMK N 1 Saptosari as many as 40 people, data collection was carried out by using observation techniques in schools when the teacher was doing online learning, interviews with productive teachers, and instruments in the form of a questionnaire used for reveal data on online learning models, the obstacles faced and efforts to overcome them.

3. Result
The online learning model that has been used by SMKN 1 Saptosari teachers in the learning process during the Covid 19 pandemic is quite diverse, including the use of google classrooms, google meet, zoom, WA groups, youtube channels and Microsoft 365. However, the results have not been felt optimally (only around 70-80% achievement), because it is constrained by a number of things, such as less profound mastery of Google Classroom, insufficient signal, limited student quota, not all laptop devices. students, the activity of students who cannot be controlled, and so on. In a discussion between the research team and several teachers of SMKN 1 Saptosari, it was revealed that teachers need a learning model that is effective, affordable, easy to operate and can monitor student activeness in participating in online learning.

4. Discussion
The obstacles faced by teachers are quite complex and varied. These obstacles, among others, are from the teacher's side, some of them have not really mastered the online learning model. To optimize the use of LMS, efforts should be made to improve it through workshops. The most problems that arise are students, including limited internet quota, disciplinary factors such as the difficulty of learning online in the morning (often late), lack of understanding of online learning procedures / techniques for both students and their parents, limited laptop devices, signals which is not smooth, students are not active in online learning, and sometimes the quota is misused to play online games. This is indeed a common homework because geographically SMKN 1 Saptosari is located in the mountains, so that limited signal, economic capacity, learning culture are also common things. This requires efforts from those who care about the progress of education in the area.

Limited student facilities and infrastructure are a significant obstacle. Not all students have cell phones that are capable of supporting learning, as a result the material sent cannot be downloaded. Practices also often occur, such as copying and pasting Dishonesty answers from friends. This is a new challenge for teachers to continue to try to overcome any shortcomings in online learning, minimize the negative effects, and continue to pursue student competency targets in accordance with what is contained in the syllabus and lesson plans. The preparation of lesson plans for some teachers is still an obstacle. This is related to the amount of material to be delivered, not proportional to the existing effective time. Determining the learning method is also quite difficult for teachers to design lesson plans.

The efforts made by SMKN 1 Saptosari in providing educational services should be appreciated. With all its limitations, online learning during the Covid 19 pandemic is still carried out optimally. The role of the principal is also very influential in motivating teachers to carry out learning. These efforts include making WA groups to prepare for the first hour of lessons so that students are more prepared, teachers provide simple material that is easily understood by students, teachers provide motivation to students to stay diligent in learning, provide home visits for students who experience problems, coordination with homeroom teachers and counseling teachers if there are obstacles, give deadlines for
submitting assignments, credit assignments, namely gradual work on assignments This is done as a way to facilitate students in learning, stay enthusiastic in learning, and can achieve optimal results.

Some of the efforts made by the school have worked but some have not. The different problems of each student affect the continuity of students in participating in online learning. The saturation of students in reading the material needs to be handled by the teacher in providing material variations. Student motivation, discipline, and parents who are less supportive also become obstacles in online learning. An individual approach is also needed for students who experience personal problems.

The school has also provided several activity facilities to support the implementation of online learning during the Covid 19 pandemic. Teachers at SMKN 1 Saptosari are provided with online learning workshop facilities such as google classroom, windows 365. The installation of accent points in the teacher's room is an effort to meet the teacher's needs in accessing information and material. Internet quota assistance was also provided to students. Assistance from BP teachers for students who are constrained in learning.

5. Conclusion
Conclusions that can be drawn in this study are (1) the online learning model used by SMKN 1 Saptosari teachers during the Covid 19 pandemic using the following platforms: google classroom, google meet, Zoom, WA group, youtube channel, and Microsoft 365; (2) The technical steps for developing an online learning model for subjects at SMKN 1 Saptosari include: (a) preliminary analysis to identify the online learning model and platform used; (b) determination of material; (c) implementation of lecture, discussion and mentoring methods in preparing material, structuring the material so that it is easily accessible to students, real-time interaction, role playing; (d) preparation of RPP; (3) The obstacles faced are: (a) teachers do not master the internet well, (b) internet quota is limited, (c) the signal is not supportive, (d) not all students have laboratory devices, (e) students and their parents are lacking understand the procedures for learning through online well; (4) Efforts are made: (a) holding online learning workshops for teachers, (b) Creating class group WA, (c) simplifying the material so that it is easily accessible and understood by students, (c) providing internet quota assistance for students, (d) make home visits for students who encounter problems, (e) provide a grace period in collecting assignments.

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7. Ethical Statement
This research was carried out in accordance with the IOP’s ethical policy and was approved by the ethics committee of the Behavioural, Management and Social Sciences Graduate Program of Yogyakarta State University.

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