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HIGH SCHOOL PRIVATE VOCATIONAL SCHOOL LEARNING IN WEST KALIMANTAN DURING PHYSICAL DISTANCING COVID-19 IN 2020

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Abstract. This study aims to reveal information about the implementation, to overcome obstacles, and the effectiveness of online learning at Senior High Schools in West Kalimantan during Physical Distancing COVID-19 Year 2020. Information obtained survey purposively in nine High Schools (including six elementary schools and four secondary school) in Bengkayang, Ketapang, Hedgehog, Melawi, and Sintang West Kalimantan. Respondent teachers were 137 people. The questions that were given to respondents in detail were about the effectiveness of online learning, the media, the resources used, the obstacles faced, and the efforts to overcome these obstacles. The results of descriptive analysis of the teacher's response revealed that the vast majority of school (elementary, middle, high school / vocational school) has been carrying out learning online by effectively. Teachers plan lessons to combine online and conventional models. Also, the facilities used by the teacher generally use cellphones, with the main resources being e-books, journals, videos, and question and answer materials. Learning takes advantage of the application learning house, google for education, and own class. The constraints general are facing is the limited internet access and teacher-student-parent who has not adaptive learning systems online. To improve the effect of learning, teachers make learning fun, attention to needs-style-and the student experience, as well as the evaluation of the continuous. Based on these findings, it is hoped that the government, schools, teachers, students, and parents will prioritize the provision of online learning facilities to be more successful.

Keywords: *online learning, physical distancing, COVID-19*

I. INTRODUCTION

Early in 2020 the world of education experienced a revolutionary change, namely a change in the conventional learning system to the virtual classroom system, due to the COVID-19 pandemic (corona virus disease 2019). COVID-19 is declared a pandemic of a very dangerous disease, because (1) a vaccine has not been found, (2) its spread is very fast or aggressive through interaction, (3) symptoms are mild or silent spreader, (4) it causes death. (Task Force for the Acceleration of Handling COVID-19 in Indonesia (<https://covid19.go.id/>)). To protect the community from the COVID-19 pandemic, the Indonesian government took steps by implementing Physical Distancing (Social Distancing) in almost all areas of Indonesia. Minister of Education and Culture of Indonesia issued policies to learn from home. (Circular No. 4 2020, Implementing policies for Education in Emergencies COVID-19).

Changes in the education system are changes from conventional or face- to-face learning systems to virtual classroom systems or virtual classes. Virtual classroom is a classroom where learning online. Similar to the "real world"

class, in a virtual classroom or virtual classroom teachers and students enter the virtual classroom at the same time, interacting between teachers and students and between students, through certain assistive applications.

Changes revolutionary learning system this involves changes in the entire education culture of schooling that has lasted for centuries. The formal education system or face-to-face system has changed to a virtual learning system which is done by using the online method. The education center is no longer at school but at home. The family becomes the true center of education, the first and foremost center of education. Education and the various accompanying responsibilities, such as lesson planning, teaching and learning activities, and evaluation that were previously left to schools and teachers, are 'suddenly' shared proportionally with students and parents. In addition, the most important factors that become the medium of learning interaction are multimedia and online learning infrastructure, such as internet access and learning resources . These online learning tools are a problem for some teachers, students, and parents. The problems associated with literacy technology of learning online and the economy every teacher and student -the old vary.

Apart from the various infrastructure constraints for online delivery, the choice of online learning systems has also proven to be effective with various advantages. As H Li, J. Masters (2009) said, " In fact, the quotation of shows most of the advantages of e-learning for learners and instructors ". (quoted by M. Samir Abou El-Seoud, et al, 2014). These advantages include, teachers, students, and parents are encouraged to master technology, unlimited availability of teaching resources and materials, and unlimited study time. These benefits can be obtained from online learning if teachers and students have online learning tools, materials and a learning environment that is well prepared and enjoyable. M. Nehme (2010) (quoted by M. Samir Abou El-Seoud, et al, (2014) said that " teachers construct their learning materials and environment to target their students " means that teachers must prepare materials and a learning environment for them as target students.

Liz May and Michael Orey (2012: 5) said "there was a connection between the use of cognitive tools and high performance on problem-solving tasks. "It was also said that " it is important to know how to design multimedia programs that assist students in. problem solving, but that is also fun enough to keep students engaged. "The cognitive tools in question include databases , data processing applications (spreadsheets), network applications (semantic networks), knowledge adoption systems into computerized systems (expert systems), Communication application programs (communications software such as teleconferencing programs), online collaborative knowledge construction environments, multimedia / hypermedia construction software, and computer programming languages . The obstacles faced are that teachers and students are not familiar with the various online learning systems and applications.

As previously described, in the Physical distancing entire stakeholders of education (government, parents, teachers, and students) do not have the option to continue the learning process in addition to selecting an online learning system (online). Access learning can be done by radio, television, computers, and Handphone by utilizing a variety of applications available. The transition from face- to-face learning systems to online learning systems has an impact on many things. This impact on humans is in the form of cultural adaptation, discipline, expectations, values, motivation, attitudes, and so on. This impact is a prerequisite for getting the most out of online learning. With the many elements involved in online learning, continuous feedback from various researches is needed so that learning is more effective and provides maximum benefits. As stated by M. Samir Abou El-Seoud, et al, (2014: 20) , " Although the e-learning terms and tools do exist for over a decade, the educational research field has not given enough attention to the study of student motivation under. the effect of e-learning ". This research is

one way to provide information needed by online learning implementers.

In Indonesia, in general online learning is faced with the following problems: (1) availability of adequate online learning infrastructure or tools, such as computers, androids, television, and internet networks; (2) some educators and students (rural areas) are not used to using or operating online learning tools; (3) there is no or less strong internet signal network; (4) teachers, students, including parents are familiar with conventional learning methods, and (4) the environment and supporting devices, such as material not ready for virtual classroom learning. In addition, Dabbagh (2007, quoted by I Ketut Sudarsana, Learning in Networks and Efforts to Break the COVID-19 Pandemic) requires online learning activities, namely (1) learning spirit, literacy in technology, ability to communicate intrapersonal, collaborating, independent learning skills. ([https:// books. google.co.id/books?](https://books.google.co.id/books?)). Problems like late and terms are explored through a survey of several schools in the District at West Kalimantan.

The general problem of this research is "how is the implementation of online learning in high schools in West Kalimantan during Physical Distancing COVID-19 in 2020". These general problems are focused on implementation problems, efforts to overcome obstacles, and the effectiveness of implementing online learning at high schools in West Kalimantan during the Physical Distancing of COVID-19 in 2020. Research respondents were high school teachers in five of the 14 existing districts. in West Kalimantan, namely Bengkayang Regency, Ketapang Regency, Landak Regency, Melawi Regency, and Sintang District. These respondents were assumed to be able to describe the implementation of online learning in West Kalimantan. To be more comprehensive, the sample was expanded to primary and junior high school teachers.

This research was urgent to do, because of the results of research is an essential input for implementing learning systems online and as a learning system the future of learning online can not possibly be avoided by education, so that future Physical distancing COVID-19 t ear 2020 can be a momentum for improve literacy of modern learning technology.

II. RESEARCH METHODS

This study is a survey of school teachers (including assessments of the implementation, constraints and effectiveness of online learning in West Kalimantan. The determination of research areas, namely five of the 14 regencies/cities in West Kalimantan, was carried out purposively with the assumption that there are easier internet coverage areas and more difficult areas. The five districts are Bengkayang, Ketapang, Landak, Melawi, and Sintang districts. The distribution of the questionnaires was assisted

by six masters of educational technology at the Teaching and Education Faculty, Tanjungpura University. Specifically, for Bengkayang Regency one school was taken on the border with Sarawak Malaysia.

The main consideration in selecting respondents was the assumption of homogeneity of the existing conditions of online learning in West Kalimantan. With these considerations, the original target respondents were 80 teachers. In addition, the distribution of the questionnaire encountered problems with no school implementing face-to-face learning. However, with three questionnaire submission procedures, namely manually (given directly to the teacher), through the WhatsApp application, and the google form questionnaire which returned to 142. Of the 142 questionnaires, after being reduced, 137 questionnaires were processed. Data input and analysis using the Microsoft Office Excel Worksheet program.

Data and assessments of online learning are focused on how it is applied by schools, teachers, and students. The data about online learning is obtained by using a questionnaire with closed questions and a questionnaire with open questions. In general, the respondent's assessment concerns implemented or not implemented. Thus, the respondent will then respond to conditional compliance and reasons for non-implementation. The conclusions will be categorized as very good, good, good enough, not good, very bad or very effective, effective, quite effective, less effective, Very ineffective.

At the end of the questionnaire, teachers were asked about how teachers assess the effect of learning and what they are doing to improve the effectiveness of online learning. The effectiveness of online learning in this study can be seen from (1) the participation of teachers and students in implementing online learning and (2) completing online assignments given by the teacher. Teacher participation will be seen from the teacher's efforts (1) motivating students, (2) an explanation of how to take advantage of the environment in online learning, (3) managing interaction and cooperation between students (think-pair-share), (4) forming study groups, (5) helping students to make friends (socializing) through peer-to-peer meetings in an online learning environment, (6) interacting with students through monitoring the attendance of online activity meetings and providing continuous feedback, (7) preparing materials and a learning environment as a student learning target, (8) explains the purpose of assignments designed to facilitate students to interact with online learning materials, (9) reduces fear, anxiety, and nervousness in students, because anxiety can have a negative impact on their accessibility and motivation, and (10) accommodating the needs of students and teachers.

III. RESULT AND DISCUSSIONS

The research discussion will specifically discuss the causal relationship of antecedent factors with research facts, such as assumptions, theories, and evidence from previous research. The discussion concerns the problem of implementing online learning, the constraints of implementing online learning, and the assessment and efforts made by teachers to improve the effectiveness of online learning.

Initially, this research will only look at how the implementation of online learning at high schools in West Kalimantan. However, considering the usefulness of the research for users (schools, families, and government), the researchers accepted the data provided by respondents at the primary school and junior high school levels. Thus, the evaluative description will be more comprehensive.

The study of the implementation of this learning is motivated by the many complaints from teachers, research results, and explanations of education experts about (1) the unpreparedness of teachers, parents, and students in implementing online learning in terms of mastery of online learning media technology, (2) the inability of teachers, parents, and students from a financial perspective to provide the main tools for online learning, namely cellphones and computers, and internet quotas, (3) internet networks (communication) that have unequal coverage, and (4) the adaptability of teachers, students, and parents to the system.

Online learning (from the system into face to face or *face to face learning*) that face to face learning more effective than learning online. Likewise, I Putu Yoga Purandina (2020) said that in Indonesia, in general online learning is faced with problems: (1) the availability of adequate online learning infrastructure or tools, such as computers, androids, television, and internet networks; (2) some educators and students (rural areas) are not used to using or operating online learning tools; (3) there is no or less strong internet signal network; (4) teachers, students, including parents are familiar with conventional learning methods, and (4) the environment and supporting devices, such as material not ready for virtual classroom learning.

The facts mentioned are partially proven in this study. Moreover, if we use the expectation measure that all schools at all levels are ready to carry out 100% online learning, then the overall 71% achievement still leaves 29% of schools that have not been effective in implementing online learning. This, as Rosyda Qanita also said, overall (80-100%) teachers in West Kalimantan stated that "face-to-face is more effective". Indeed, assumptions about problems regarding the availability of online learning infrastructure, teacher-student-parent readiness, internet networks, and the adaptability of teacher-students, and parents are still obstacles, proven in this study. However, the adaptability of teachers, students and parents is quite good, this is due to the

availability of alternative media and applications that can be used for online learning. It seems that what triggers the acceleration of this adaptation is the "element of compulsion due to the obligation to learn from home", "the provision of learning broadcast programs by the government by various national televisions", and "the government's efforts to free credit fees for students and teachers".

Barriers to implementing online learning can be divided into (1) personal constraints and (2) institutional constraints. Personal constraints are constraints on the implementer, namely teachers, students, and parents, while institutional constraints are constraints concerning providers of online learning infrastructure. Personal constraints relate to the financial capacity and (cultural) adaptability of teachers, students and parents to move away from conventional learning systems and provide multimedia online learning. Institutional constraints also concern the readiness and ability of the government and schools to adapt from the conventional education system and provide online learning infrastructure, such as internet networks, multimedia learning, curricula, and implementing training.

In terms of the availability of multimedia, such as internet access, learning places, learning media, the ability to create virtual classes, resources, and mastery of online learning technology, teachers generally say it is good. Most of the teachers stated that "they only use the available media, namely cellphones and the *WhatsApp* application, while some teachers and students, especially at the SMA / SMK level have made use of the computer facilities and available applications, such as "teacher room", "zoom", and "google-meet" or "google classroom".

As for the efforts of teachers to overcome problems related to adaptation constraints to online learning systems, namely motivating students, explaining environmental benefits, managing learning interactions, forming study groups, helping students socialize, interacting with students, providing feedback, preparing learning materials in a sustainable manner, reducing student nervousness, accommodating student needs, other relevant efforts. This effort is also in accordance with M. Nehme's notes in "*E-Learning and Students' Motivation*" (2010) that the success of online learning is based on student motivation, how to take advantage of the learning environment, increase interaction and cooperation between students, study groups, student abilities. socializing, continuous *feedback*, the design of material that is the target of students, the efforts of the teacher to facilitate student interaction with online learning materials and tasks, and efforts to reduce student nervousness.

To motivate students in online learning the teacher strives to make learning fun, learning according to needs, activities according to student style, building student experiences, continuous learning and evaluation, blended learning, choosing appropriate methods. These efforts are in line with

Geri McArdle's (2010: vii) suggestion that learning activities (carried out in training or *training*) require motivation by creating fun and memorable training, formulating learner-based training that guarantees the success of each. learners, develop learning activities according to the needs, learning styles, and level of understanding of participants, use learning strategies that can encourage learners to build their experiences, plan continuous learning activities that can evaluate students' completeness during the entire learning activity, design learning that combines accelerated learning and strategies that can strengthen or drive learning transfer efforts, and identify methods that can accurately measure the outcomes of learning activities. Efforts to address online learning problems and motivate teachers (self-motivation) and students are essential to successfully implementing online learning.

The measure of the effectiveness of online learning in the study was asked in general to teachers (1) whether online learning was effective in their respective schools as a description of their respective districts, (2) which was more effective, online or face-to-face learning, and (3) how teachers assess the effectiveness of online learning. These questions can be seen in relation to the supporting factors of online learning, namely internet access, learning places, study time, learning media, virtual classes, resources, teacher and student mastery of virtual classroom technology, and the multimedia used.

In the second problem, research findings on teacher efforts to make online learning have been discussed have also been discussed. In general, teachers stated that online learning was "quite effective". When comparing between districts, from the five districts studied, it turns out that three out of five districts or 60% (at all levels of school, SD, SMP, SMA / SMK) online learning stated that the majority of teachers (71%) were "quite effective to effective". However, on average 87% of teachers said online learning was more effective.

Questions posed to teachers about how they assess the effectiveness of online learning are about student attendance records, student activity assessments, notes on student assignment completion, suitability of learning with plans, appropriateness of learning materials with the curriculum, level of satisfaction, student responses, and student perceptions of learning implemented. Answer teachers mengga mb arkan that all these activities are carried teacher as learning effectiveness criteria. Knowing the effectiveness of this learning according to M. Samir Abou El-Seoud, et al, (2014) is essential, especially with regard to motivation. Therefore, all criteria regarding effectiveness are related to motivation.

According to them, it is important for teachers to understand student motivation. Even though students follow online learning with a drive to succeed, they may fail for a

variety of reasons. The success or failure of online learning may be related to student motivation, as quoted by I Ketut Sudarsana from Dabbagh (2007), namely (1) learning spirit, literacy towards technology, ability to communicate intrapersonal, ability to collaborate, skills and independent learning.

However, this motivation also concerns teacher motivation, because outside of students, the main actor of learning is the teacher. The role of teachers in online learning is a matter of teacher adaptability, lesson planning, material selection, strategy and method selection, media preparation and selection, interaction and communication with students, time utilization, providing feedback, and selecting evaluation strategies. So, both teacher-student and parent have their respective roles in making online learning effective.

IV. CONCLUSIONS

As expected, the common problems faced by schools are limited internet access and learning systems that have not been adaptive to online learning systems, in this case the adaptability of teachers, students, parents, and educational institutions (schools and education and culture offices). The effectiveness criteria used by the teacher are the presence of students in learning, student activeness, completeness of learning outcomes, work assignments, the relevance of learning to plans and curriculum, student satisfaction levels, and student responses to learning. There are ways to make online learning effective by teachers, including making learning fun, adapting learning to the needs-styles and experiences of students, and conducting continuous evaluations.

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