# IMPLEMENTATION OF DISTANCE LEARNING DURING THE COVID-19 PANDEMIC AT MUHAMMADIYAH VOCATIONAL SCHOOL, GUNUNGKIDUL

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**ABSTRACT**

Learning activities in schools during the Covid-19 Pandemic have various problems faced. Based on the Instruction of the Minister of Home Affairs of the Republic of Indonesia Number 15 of 2021, the Implementation of Restrictions on Emergency Community Activities for Corona Virus Disease-19 and the Circular Letter of the Governor of the Special Region of Yogyakarta Number 420/14001 dated July 7, 2021 concerning Education Policy for the Year 2021/2022 . This study examines the implementation of education policies during the Covid- 19 pandemic in relation to distance learning policies . The purpose of this study is to describe the real conditions of students' motivation and enthusiasm for learning during the Covid-19 pandemic, so it is hoped that this research will be used as an evaluation for education policy holders.

**Key Words**:  Distance Learning, Covid-19 Pandemic.

## 1. INTRODUCTION

Education is a conscious and planned action to educate and develop the potential of students. The National Education System Law Number 20 of 2003 Articles 1 and 3 states that education is a conscious and planned effort to create an atmosphere and learning process so that students are active in developing their potential to have spiritual strength, self-control, personality, intelligence, and noble character. , as well as skills.

The current Covid-19 pandemic has had an impact on various aspects of activities, especially educational activities. Since the issuance of the Decree of the Minister of Education and Culture of the Republic of Indonesia regarding Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Covid-19. This can be seen from changes in the process of teaching and learning activities that should be carried out face-to-face but are carried out online.

This distance learning process has its advantages and disadvantages. According to (Yungga, 2020), the advantages of distance learning are that students can take lessons whenever and wherever they want and have a good internet connection, students can review the learning materials because the material provided by the teacher is in the form of pdf and powerpoint which can be downloaded and opened . return at any time, train students to study independently so that their knowledge is broader, can save on transportation costs because they do not need to go to school, students have many opportunities to ask questions because during learning the assessment points including student activity and question and answer are also flexible. While the disadvantage of distance learning is that students do not focus on learning because of noise interference from the activities of people at home, students and teachers in their interactions outside of learning are quite limited because of the short time, there are some subjects that cannot be done online, if there is a difficult signal then will hinder the learning process, learning tools using gadgets or laptops,

so only certain circles can participate in learning, during distance learning students find it difficult to divide study time and self-discipline at home so students must adapt to such circumstances.

The implementation of Distance Learning during Covid-19, of course, must meet the learning needs of students to develop their talents and interests. This requires the readiness of educators, appropriate curriculum structures, learning resources, and student learning tools so that communication between teachers and students can be effective.

However, the implementation of Distance Learning is still not ideal because there are still many obstacles encountered. Especially the constraints on teachers, students, and parents.

In the learning process, many obstacles were encountered from the implementation of distance learning during Covid-19. According to research (Septina et al., 2020), the obstacles to Distance Learning during Covid-19, namely the lack of parental support for students and parental knowledge about distance learning have a very large effect on the maximum implementation of learning, and the lack of teacher ability in mastering technology in teaching and learning. using a laptop or other media used for online learning. Other obstacles that occur in the implementation of distance learning include: teachers have difficulty in managing distance learning and tend to only focus on completing the curriculum, the duration of the learning implementation is less so that teachers cannot fulfill the burden of teaching hours, teachers have difficulty communicating with parents as learning companions. students at home, parents are not able to fully accompany students to study at home because they have other responsibilities (work, housework, etc.), parents also have difficulty understanding the subject matter given by the teacher, parents have difficulty in motivating students to study at home. at home, students have difficulty concentrating and complain of the severity of the tasks given by the teacher, an increase in boredom experienced by students as a result of prolonged isolation causing anxiety and even depression, difficulty accessing learning resources due to problems with difficulty accessing the internet and funding for learning. access. The negative impacts that will be caused if continuous learning is not carried out in schools are the threat of dropping out of school, decreasing student learning achievement, the risk of "learning loss", and child violence and external risks.

Seeing the current situation, the author is interested in evaluating Distance Learning during Covid-19. The purpose of this Distance Learning evaluation is to improve the process of implementing distance learning during Covid-19.

This research is related to the implementation of distance learning during the covid- 19 pandemic which has been widely carried out. (Abidin et al., 2020) researching the effectiveness of distance learning during the covid -19 pandemic. Research shows that the current learning process is quite effective, although here and there there are still some obstacles that interfere with distance learning such as problems of teacher-student social interaction and student economics . Other research conducted (Mulyanti et al., 2020) who conducted research on Distance learning in vocational high schools during the covid-19 pandemic in West Java province, Indonesia . The results showed that the availability of online learning facilities, the utilization of facilities, and the online learning process in state vocational schools were better than private vocational schools. In general, both public and private SMK students stated that online learning was not more interesting than ordinary learning, although most of them could understand the lessons being taught and they were given the opportunity by their teachers to actively participate during the learning process. Meanwhile, according to research results (Fajar Rohmani & Inayati, 2021) stated that the

evaluation of distance learning in three domains had been carried out in accordance with the evaluation stage, namely planning, implementing, processing and interpreting data, and reporting evaluation results. And for the obstacles faced during the evaluation of distance learning, namely in the affective domain, not all competencies can be evaluated for learning, in the psychomotor domain there is a lack of adequate internet facilities, and the cognitive domain is not being able to develop distance learning evaluation questions in the form of HOTS. Meanwhile, according to (Yudiawan, 2020) , the implementation of bold learning has been carried out well in the midst of the covid-19 pandemic. The indicators of context, input, process, and average production are in the good category. An interesting finding is that students as learning objects have financial difficulties in fulfilling network access. The conclusion is that the bold learning model is quite effective and can be used as a learning medium with the Pandemic. In addition, as an agreement, an education cost policy must be implemented immediately which is the impact of Covid-19. In addition, according to research results (Fauziyah, 2021) , evaluation of teacher strategies in distance learning in the Covid-19 pandemic era, namely: assessments are recapitulated every day, cognitive assessments are seen from the assignments that students collect, affective assessments are timely or not. In collecting assignments, psychomotor assessment is seen from skills in arts such as drawing, making skills or crafts .

Observing the previous studies above, the researcher concludes that it is important to evaluate the implementation of learning during the covid-19 pandemic, namely to measure the success of learning management carried out by teachers.

## 2. METHOD

The approach used in this research is to use a case study approach. Methods of data collection using interviews with data collection guidelines. Participants in this study were teachers of SMK Muhammadiyah in Gunungkidul. Each school is taken 1 participant. The research sites are at SMK Muhammadiyah Semin, SMK Muhammadiyah 2 Playen, and SMK Muhammadiyah 1 Patuk. The procedure for analyzing qualitative data using a case study approach to the Milles & Huberman model. Technical data analysis process using the Milles & Huberman case study approach, with the following steps:

a. Data collection

Researchers collected data to obtain information about how distance learning was implemented during the COVID-19 pandemic.

b. Data reduction

The data that has been collected is then reduced and selected data or information that is relevant to the research topic. Furthermore, it is simplified, grouped and arranged systematically and describes the results obtained.

c. Data presentation

Researchers combine data or information that has been obtained, so that a picture of the situation that occurs can be taken.

d. Verification (Withdrawal)

Researchers draw conclusions based on the information obtained in full.

## 3. RESULTS AND DISCUSSION

The implementation of distance learning during the COVID-19 pandemic is a solution to

the prevention or transmission of COVID-19. Distance learning requires collaboration between teachers, students and parents to produce effective and efficient learning. In addition, for distance learning during the COVID-19 pandemic to be effective, various preparations made by teachers are needed, including learning media and adequate infrastructure.

Based on the results of the research above, there are 3 things found in the implementation of distance learning during the covid-19 pandemic, namely preparation, problems, and distance learning strategies.

### a. Distance learning preparation

Teacher preparation in the implementation of distance learning is very important, especially for the preparation of online distance learning. Things that need to be prepared in online distance learning include teachers preparing learning administration (syllabus and lesson plans), learning media and a good or stable internet network. The use of learning media in the implementation of learning based on information technology and the internet is the main requirement needed by teachers (Syahroni et al., 2020) . In addition, according to Ahmad, 2020 the implementation of distance learning is carried out in 3 stages, namely planning, observation, and reflection which serves to identify the needs and weaknesses of teachers in learning. In implementing distance learning, an approach is needed, according to Al Gholaini, 2021, there are 2 approaches in learning, namely online and outside the network.

So it can be concluded that to achieve effective distance learning goals, preparation is needed, both in online and offline learning.

### b. Distance learning problems

At this time the world of education is facing many problems, especially the change in the learning system which could initially be implemented directly in schools, but due to the Covid-19 outbreak, learning is carried out online . In the implementation of online or online learning, there are also many problems. The results of research conducted by researchers found various problems in distance learning, including unstable internet networks, limited quotas, inadequate infrastructure (damaged cellphones), loss of student character, students waking up late, students not living at home with their parents and difficulty monitor students. The use of an unstable internet network is a big enough challenge that it hampers the learning process (Aini, 2021) . In addition, according to Haryoko & Nugroho (2021) the low role of parents in supervising students is also an obstacle in the implementation of distance learning. According to (Safitri & Hidayah, 2021) Parental assistance in children's learning is influenced by 3 factors, namely age, education, parental occupation, and income. So from various problems in distance learning there must be support from teachers and parents so that student success in learning is achieved.

### c. Distance learning strategies

Various problems faced in the implementation of distance learning and to achieve student success in learning, from the results of this study found several teacher strategies in distance learning, namely;

1)      Active communication and assisting students;

2)      Actively coordinate with the homeroom teacher;
3)      Organizing fun learning;

4) Provide learning consulting services;
5) IT training for teachers;
6) Provide motivation or mental strengthening to students; and
7) home visits to students .

Online learning strategies during this pandemic require strong interaction between teachers and students so that the implementation of learning is effective and fun (Yungga & Sunarsi, 2020) . Training or workshops for teachers are a strategy for teachers to ensure the quality of learning during the COVID-19 pandemic (Harianto et al., 2020) . Active learning strategy planning is an effort to increase student achievement and motivation in learning (Lidia Susanti, 2020) .

The readiness of teachers with various learning strategies will have an influence on the success of education and improve student learning.

## 4. CONCLUSION

From the results of the study it can be concluded that learning preparation is very important in increasing student interest and success in learning. The role of teachers, parents, and students must be able to prepare aspects that can support the preparation of distance learning. Various obstacles or obstacles faced in distance learning must be able to be resolved using the right strategy.

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