

IMPLEMENTATION OF ONLINE LEARNING FOR INDONESIAN LANGUAGE TEACHER IN THE ERA OF THE COVID-19 PANDEMIC

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Abstract

The covid-19 pandemic has had bad impacts on the people of Indonesian, one of them are in the aspect of education. The threat of the pandemic has prompted governments to issue policies on executing learning online. The purpose of this study is to present information regarding the implementation of online learning during the pandemic. The theories used in this study are Fathurrohman and Sulistyorini, Anlistyorini, Ananda, Gilang, and other supporting theories. The type of research used is a qualitative approach. The subject in this study is all Indonesian teachers at SMAN 6 Merangin. Data collection techniques in this study include observation and interview. The results of this study revealed that the practice of online learning performed at SMAN 6 Merangin was quite good. This is because teachers have prepared the planning of learning, learning activities, and learning assessments. In the learning process the teacher performs a video with less than five minutes in length consistent with the briefly and clearly generated learning materials. Online learning has flexibility in its performance and is able to encourage teachers to be more creative in teaching. However, online learning has constraints in the implementation of which is unstable tissue conditions and learners' difficulties in understanding learning materials are unique challenges in online learning.

Keyword: Implementation, Online Learning, Covid-19

1. Introduction

The Covid-19 pandemic has spread in many countries including Indonesia. Covid-19 started from Wuhan Province, China which spread to early 2020 and entering Indonesia in March 2020. Covid-19 can infected humans through their respiratory tract. To reduce the risk of the spread of covid-19, the government urges the people to work and study from home. Even social and physical distancing are also encouraged by the government. The government issues a policy about the learning system in Indonesian. Previously learning system was face to face and now learning system going by online system. The policies are stated in the Circular Letter from The Ministry of Education and Culture, namely, (1) Circular Letter Mendikbud nomor 4692/MPK.A/HK/2020 about online learning system and work from home in the context of preventing the spread of Covid-19, (2) Circular Letter of the Minister of Education and Culture number 4 of 2020, on the implementation of education policies

in Corona virus emergency. Based on the circular letter, the implementation of learning held from home in times of emergency of the spread of covid-19.

Learning is a process of teaching and learning activities. According to Setiawan (2017:20) "Learning is a process that carried out by individuals to obtain a overall behavior change, as the result of of the individual interaction with the environment." Meanwhile, according to Nazirun et al. (2015:241), "Learning is an interaction between participants students and teachers, in giving material or content lessons, starting from planning, process and evaluate learning. Based on previously definition, it can be concluded that learning is a teaching and learning activities between the teacher and student.

Online learning system is a learning system that utilizes the internet network as a communication tool between teachers and students in learning activities. According to Bilfaqih and Qomarudin (2015:1) learning

based online system is a learning program that implemented in a network that has no participants limit. The intended participants are students who take part in learning activities. In nowadays condition, teachers have an important role in implementation of online learning system. Teachers face challenges that require them to be able to use the internet network in the learning process. Even though students study from home, the teacher continues to teach to convey the learning materials. This will increase teacher creativity in giving the material through the online learning system.

The phenomenon that the writer finds in implementation of online learning system by Indonesia language teachers in SMA N 6 Merangin is: First, in the implementation of online learning system, teachers experience the problems with bad internet network and poor signal stability. Second, there is age factor because there are some teachers find it difficult to use online learning media such as zoom app, google meet, and etc. This problem is due to the age of the teacher who has reached 45 years or over. Third, teacher who usually teaches conventionally in the classroom, suddenly have to teach in a media and application. Coupled with the presence of teachers who are not too understand technology. In online learning system, there are some obstacles those are felt to be lacking effective, such as providing learning materials.

Based on the said before conditions, the learning process at the level of Senior High School (SMA) education must remain takes place to optimize all aspects on its development. So that online learning can become effective and teacher preparation was needed in the implementation of online learning system at SMAN 6 Merangin.

The reason that makes author examines this research is because the author finds the teacher's obstacles in implementing online learning system. Based on these research results, the author will describe and find out the information about the implementation of online learning system by the teacher at SMAN 6 Merangin. The reason that makes the author to research this implementation

of online learning by teachers titled "Implementation of Online Learning for Indonesian Language Teacher in the Era of the Covid-19 Pandemic"

2. Literature Review

2.1 Online Based Learning System

Online based learning system wa say to be online because on its process uses the internet network. As according to Gilang (2020:17) "Online learning is learning that have done online, using learning applications and social networks." Meanwhile, according to Belawati (2019:6) "Online learning is learning that have done through the internet network." Based on previous opinions, online learning is a learning process that is carried out without face to face directly and is carried out using the internet network.

2.2 Learning Implementation

The implementation of learning is an effort that made according to a certain design so that the implementation achieve the specific goal. According to Fathurrohman and Sulistyorini (2012:101) in the implementation of learning includes the management of learning activities as follows:

1. Lesson Planning

Planning is also called as an activity that aims to develop something. Learning planning is demonstrated through lesson plans that made before teaching. According to Fathurrohman and Sulistyorini (2012:102) that plan set forth in the form of an Implementation Plan Learning (RPP) which is used as a guide for teachers in carrying out learning. Plan Implementation of Learning (RPP) is preparations that the teacher must do before teach. Learning Implementation Plan (RPP) is part of the necessary activities done by the teacher in every meeting Fathurrohman and Sulistyorini (2012:199).

Learning activities are categorized as directed if the teacher prepare a lesson plan that is Learning Implementation Plan (RPP). According to Ananda (2019:27) subsystem contained in learning planning includes: (1) learning goals component objectives, (2)

material components/materials learning, (3) components of learning methods, (4) instructional media components, (5) components of learning resources, and (6) outcome assessment components study. The plan are used as the teachers guide in managing learning activities on every time meeting. Here's more detail descriptions:

a) Components of Learning Goals

Learning objectives are use to achieve competency standards. According to Ananda (2019:66) learning objectives are statements about results what learning is expected. Whereas according to Pohan (2020:178) learning objectives is something that students have to achieve after taking a lesson. Learning objective formulated to focus teachers in learning to give appropriate material with competency standards.

b) Material Components/Learning Materials

Learning materials are very important in teaching and learning process. This is because students must receive knowledge from material that has been had been given. According to Sudjana in Ananda (2019:88) learning material is the content of the material that had given to students during the learning process teaching takes place. Meanwhile, according to Pohan (2020:178) learning materials are developed according to with the availability of learning time. Material learning adapted to basic competencies that encourage the achievement of learning indicators and learning objectives.

c) Components of Learning Methods

A method is a way that a person does in an activity to achieve a set goal. According to Ananda (2019:110) method learning is the teacher's ways of presenting material in order to achieve learning objectives. In line with Pohan (2020:179) learning method useful for students to achieve basic competency indicators and learning objectives. The learning method is a way that used by the teacher in giving material for achieve learning objectives.

d) Components of Learning Media

Learning media is something that used as an introduction to messages or material from the teacher to students. Learning media also be said to be a tool or material that helps the course of the learning process. According to Ananda (2019:158) learning media is communication that exists between teacher and student in the process learning. Meanwhile according to Pohan (2020:179) learning media was chosen for convey messages (materials) to achieve the achievement indicators. Teacher chooses media learning is adapted to students so that they can follow learning by using the media. So the learning media is used as a tools to giving learning materials. In online based learning, the teacher can choose or using various learning platforms such as edmodo, google classroom, zoom, etc.

e) Components of Learning Resources

Learning resources can be said as material which facilitates the teaching and learning process. According to Ananda (2019:218) "The source of learning is book or other printed materials". Meanwhile, according to Pohan (2020:179) learning resources that can be used by the teacher is a textbook from the government and refer to learning materials from library. Learning resources were made so that students can learn on their own.

f) Components of Learning Result Assessment

Assessment of learning result is a component the used to determine student achievement and knowing the achievement of the learning goal. According to Ananda (2019:245) assessment of learning result aims to obtain information about student's success and become input for teachers in learning. Student's success in carrying can be reached a decision as to whether the learning program needs to be fixed or not.

2. Implementation of Learning

Implementation of learning is an effort to realize the plans that have been made in implementation of learning. To see effectiveness of the plans that have been made, it is necessary there is implementation. According to Gilang (2020:77) in implementation of learning,

the teacher does some learning activities, namely (1) opening lessons, (2) giving the material, and (3) closing lessons. In line with Pohan (2020:185) learning activities carried out include: preliminary activities, core activities, and activities closing. Here's more detail descriptions.

a. Preliminary activities

There are various ways for teachers to open lesson to be done. According to Gilang (2020:77) "The activities of opening lessons are activities carried out by teachers to create learning atmosphere that allows students to be mentally ready to participate in activities learning". In the preliminary activities in online learning, teachers usually do things including, 1) instructing students to complete online percentage 15 minutes before class begins, 2) the teacher instructs students to prepare online learning needs, 3) teacher opens the learning through the application used, 4) the teacher conveys the material to be discussed and 5) the teacher explains the learning objectives and student's target must achieve. Meanwhile, according to Gilang (2020:77) in opening up the teacher's learning usually does things, among other things, first open with greetings, the second is doing student attendance, and third ask about the previous material.

b. Core/Main activities

Some of the things teachers do to giving material related to learning. according to Pohan (2020:185-187) core activities are carried out according to the method learning used, for example using the discovery learning method then Its core activities include observing, asking questions, gather information, associate, and communicate. Meanwhile, according to Gilang (2020:79) things teachers need to do in the giving of the material is first, to convey sequential material from the easiest material first, second, to maximize student acceptance of the material presented, then the teacher uses a teaching method that according to the material, and third teachers are used media as a tool for giving the learning material.

c. Closing Activities

The teacher's activity to end the lesson is by reiterating what has been given.

2.3 Learning Evaluation

Evaluation is an activity to find out the extent level of achievement of student in learning and teacher in teaching. According to Arifin (2012:6) "Evaluation is one of the important components and stages that must be taken by the teacher to determine the effectivity of learning". Meanwhile, according to Fathurrohman, and Sulistyorini (2012:108) "Evaluation is an activities carried out to obtain data about the extent level of achievement of student in learning and teacher success in teaching".

The purpose of the evaluation is to find out student success in participating in learning activities teach. According to Aunurrahman (2013: 209) "Purpose" evaluation is to see to what extent which a particular activity can achieve a goal which have been specified". Types of evaluation are divided into three, namely, 1) formative evaluation, 2) evaluation summative, and 3) diagnostic evaluation, the following is more detail (Aunurrahman, 2013: 220-222).

1. Formative Evaluation

Formative evaluation is used in term when one of the basic competencies have been given by the teacher. According to Aunurrahman (2013:221) formative evaluation has done at the end of each discussion of a subject discussion. Formative evaluation is used to find out how far students understand material that has been submitted. According to Belawati, (2019:132) formative evaluation can be done by ask questions that related to the material at that time, then the students answered the questions.

2. Summative Evaluation

Summative evaluation has not applied out if a subject has been finished (one KD), but more than one subject (one theme). According to Fathurrohman and Sulistyorini (2012:110) "Evaluation Summative evaluation is an evaluation applied at the end of every learning program or several number of certain units certain lesson. In

line with Aunurrahman (2013:222) summative evaluation is an evaluation that applied at the end of more than one subject discussion. The purpose of the summative evaluation is to determine the value that symbolizes success of programs that have been implemented. Summative evaluation via online can also be done by multiple choice, true or false, essay formats, etc.

3. Diagnostic Evaluation

Diagnostic evaluation is applied to find the strengths and weaknesses of students in study. The goal is to know the strengths and weaknesses of students is to place students if they can't understand the material well, they will be given guidance so as not to fall behind. According to Fathurrohman and Sulistyorini (2012:110) "Diagnostic evaluation is very useful for researching for causes and learning failure or where the weakness is in students in their study whether one or a number of certain unit lessons.

2.4 Advantages and Disadvantages of The Implementation Online Based Learning System by Teacher

The advantages of online based learning system by the teacher including:

1. Does not take up a lot of time.
2. Teachers learn more about media/applications in teaching.
3. Adding new insights and knowledge for teachers regarding teaching media/applications.
4. Teacher understand more about technology and accustomed to using it.
5. Encourage teachers to always be able create creative and innovative learning method(Gilang, 2020:45).

The disadvantages of online based learning system by the teacher including:

1. There are many teachers who don't majoring the technology.
2. Teachers do not have any compatible facilities/media.
3. Difficulty in giving an assessment.

4. Limited space and time in the teaching process
5. Teacher should make a new plan for teaching process.
6. For teachers who have children at home, at this pandemic situation would also giving them hassle to teach their children and their student at the very same time. (Gilang, 2020:57).

3. Research Method

The research results in this article are presented in the form of a description of the phenomena that happening nowadays. Therefore, method used in this study adheres to the qualitative descriptive method. According to Darmadi (2014:185), descriptive research is described as a method of researching status of a group, a person, an object, a system of thought, or a class of events in the present. This research method aims to solve and answer some problems that related to online based learning system.

The subjects of this study were all Indonesian language teachers at SMAN 6 Merangin. The data collection technique used in this study is an interview technique with all Indonesian language teachers at SMAN 6 Merangin. While the analysis technique used is a qualitative data analysis technique based on the Miles and Huberman model in Sugiyono (2013: 246) which includes (1) data reduction, (2) data presentation, (3) drawing conclusions.

4. Result and Discussion

Based on interviews that the author did to all Indonesian language teachers at SMAN 6 Merangin there is new information in knowing the implementation of online based learning system. Aspects for knowing the implementation of online based learning system consists of the following three aspects of online learning plans, implementation of online learning, and evaluation of online learning system. The data of online based learning system during the Covid-19 pandemic at SMAN 6 Merangin obtained based on interviews with the following results:

4.1 Online Based Learning System

Based on the results of the interview with the teacher, in online based learning system, teacher's do plans the lesson so that the teaching and learning process becomes better. Online based learning system plans that made by the teacher, by preparing components of learning objectives, components learning materials/materials, method components learning, learning media components, learning resource components, and assessment components learning outcomes, create learning media that according to the material and prepare teaching materials that will be delivered in the learning process.

1. Learning Goals Component

Based on the results of interviews with Indonesian language teachers that the author found that the teacher have made an online lesson plan that is used for teaching. The teacher makes online lesson plans by looking by any references such as internet, and discuss with other teachers. Online lesson plans made by the teacher consists of introduction, core activities, and closing activities. Author conduct interviews with teacher as research subjects to dig deeper into the data that has been obtained. Here is the answer from Questions asked by the author regarding their online learning plan says:

"Melihat kondisi pandemi Covid-19 sekarang ini pembelajaran dilakukan secara daring, dalam perencanaan pembelajaran daring Ibu selalu membuat RPP daring dalam bentuk satu lembar yang terdiri dari pendahuluan atau pembukaan, kegiatan inti, dan kegiatan penutup. Pedoman Ibu dalam membuat RPP dilihat dari internet saja."

(Informan Y)

During this pandemic situation, teacher always makes one sheet lesson plan. Teacher makes this online lesson plan as a guide for teaching process so that learning could becomes more focused. As a professional teacher, the teacher must be able to make a good lesson plan, and can make students understand the material that

delivered so that the learning process will more focused and can run well.

2. Lesson Material Components

The next lesson plan is preparing the teaching materials in the form of learning videos which has been made by the teacher and prepare the subject matter to be given to student by reading books and watch the videos which has been distributed to students, it is done so that during the learning process the teacher can mastering all subject. From the interview result, the teacher has prepared teaching materials before the learning process take place. Based on interviews with the subject the research obtained this following data:

"Kemudian baru kita buat materinya sesuai dengan RPP yang diberi pandangan oleh Pak Nadim, yaitu RPP satu lembar satu pertemuan. Jadi itu cara pertama, kita lihat materinya pada KD".

(Informan HN)

"RPP tatap muka berbeda dengan RPP daring. Kalau RPP tatap muka misalnya 45 menit, tentu di daring waktu tidak seperti itu, lebih diringkas sedikit".

(Informan NM)

"Biasanya Ibu mempersiapkan bahan ajar yang akan ibu sampaikan pada proses pembelajaran itu dimalam hari, pesiapannya dengan membaca buku dan mempersiapkan apa saja yang akan diajarkan besok dipagi harinya, seperti mempersiapkan materi pembelajaran yang Ibu bagikan sehari sebelum proses pembelajaran berlangsung agar peserta didik dapat melihat dan belajar melalui video yang Ibu berikan. Jadi, waktu proses pembelajaran berlangsung peserta didik akan lebih mudah mengerti."

(Informan FD)

3. Components of Learning Methods

Furthermore, the components of the learning method in the implementation of online learning, many teachers use the discovery learning model. This is in accordance with the Learning

Implementation Plan designed by the teacher to be used as a guide or guide in learning activities. Based on the learning model used by the teacher, the authors found that the methods used by the teacher in learning activities varied, this depended on the material or learning materials to be conveyed. The discovery learning model is used by the teacher in delivering review material in class XI, then it can also be delivered to class XI process text material. Based on interviews with research subjects obtained the following data:

"Metode pembelajaran daring ini lebih banyak menggunakan model discovery learning. Karena lebih memudahkan peserta didik untuk memahami materi pembelajaran, mereka bisa bertanya apapun yang mereka belum mengerti. Biasanya di akhir pembelajaran ibu memberikan tugas tentang materi yang telah dipelajari, namun tugas yang diberikan tidaklah banyak paling hanya lima soal saja."

(Informan HN)

The method used by the teacher is one of the steps to convey learning material to students so that in the implementation of learning students can easily understand the learning material.

4. Learning Media Components

From the results of interviews that the author has done, it can be seen that the teacher has used learning media in the form of video. Before the learning process takes place, the learning videos used in learning are always adjusted to the learning material. Even though learning is done online, learning media is still needed to make it easier for students to understand the material presented. Other supporting media through gadgets, laptops, internet networks, the Google Meet application, the Google Classroom application, and Zoom. Based on the results of interviews with research subjects obtained the following data:

"Media yang digunakan untuk menyampaikan materi ialah berupa video pembelajaran yang dikirim melalui aplikasi Google Classroom."

(Informan HN)

"Sistem pendukungnya ialah buku, hp, aplikasi Google Meet, wifi disediakan oleh sekolah, dan tentunya anak harus punya paket data untuk mengakses jaringan internet."

(Informan NM)

"Ibu selalu menggunakan media pembelajaran dalam pelaksanaan pembelajaran daring. Media yang ibu gunakan berupa video pembelajaran baik yang ibu cari di Youtube kemudian ibu bagikan linknya berdasarkan materi yang akan diajarkan kemudian ibu bagikan video itu melalu Whatsapp grup." (Y)

(Informan Y)

Learning videos are used as learning media because the teacher feels it will be easier for students to understand, because in the learning video there is already a complete explanation and practice questions that can be studied by students in detail.

5. Learning Resources Component

Furthermore, based on the results of interviews that done by author, teacher's using learning resources in from Indonesia language textbook grade XI that launched by Ministry of Education. The proof can be seen based on the RPP made by the school on the sub-component of learning learning resources. Based on interviews with research subjects, author obtained this following data:

"Ibu menggunakan sumber belajar dalam pembelajaran yaitu buku teks bahasa Indonesia kelas XI Kemendikbud. Buku ini dapat membantu siswa dalam memahami materi dan menyelesaikan tugas-tugas yang diberikan. Karena dalam buku tersebut terdapat penjelasan, teori, serta soal-soal yang berkaitan dengan materi setiap sub-temanya."

(Informan Y)

6. Components of Learning Outcome Assessment

Based on the results of the interviews the authors did that teachers assessing

learning outcomes can be assessed from three domains, namely the domain of attitude assessment, the realm of knowledge assessment, and the realm of skills assessment. Based on the lesson plans for each school, there are five assessments of learning outcomes, namely knowledge assessment, skills assessment, attitude assessment, remedial assessment, and enrichment. In the assessment of knowledge, a written test is carried out. In the skill assessment, practice is carried out. The attitude assessment is seen from the spirit, confidence, and creativity in learning and completing tasks.

The remedial assessment is carried out twice and if after two tests the remedial has not reached completeness, then the remedial is carried out in the form of an assignment without a written test. Finally, in the enrichment stage, if a student reaches more than the KKM score, then the student can become a tutor for students who have not achieved the KKM score. Based on interviews with research subjects obtained the following data:

"Kemudian untuk penilaian hasil belajarnya dapat dilihat secara kognitif, psikomotor, afektif, lihat perkembangan setiap pertemuannya. Remedial juga dilakukan, sesudah remedial melakukan pengayaan. Pengayaan ini siswa yang nilainya sudah bagus, kita berikan pedalaman materi".

(Informan HN)

4.2 Implementation of Online Learning

The implementation of online learning consists of three parts, namely preliminary activities, core activities, and closing activities. Based on the results of the author's interviews with informants, it shows that the difference between online learning and face-to-face learning is in the learning media used and the shorter learning time. Online learning media are related to networks, namely devices, laptops, internet networks, Google Meet applications, Google Classroom applications, WhatsApp applications and learning videos. Meanwhile, face-to-face learning media is not related to online

learning. Then in terms of time online learning is more summarized than face-to-face learning.

The author also finds online learning activities in the introduction, core, and closing sections. In the introduction the teacher helps students to be ready to carry out learning activities. Then the main activity of the teacher is to deliver the material according to the methods and learning media used. Finally, in the closing section, material reinforcement is carried out, the assessment conveys material for the next meeting. Based on interviews with research subjects obtained the following data:

"Kegiatan pembelajaran daring seperti kegiatan pendahuluan, kegiatan inti, dan kegiatan penutup juga dilakukan pada pembelajaran tatap muka secara langsung, letak perbedaannya hanya pada kondisi. Pada pembelajaran daring tidak dilakukan secara tatap muka secara langsung, berbeda dengan pembelajaran tatap muka secara langsung".

(Informan HN)

"Pelaksanaannya yaitu salam, menyampaikan materi melalui aplikasi Google Classroom yang dibagikan berupa video pembelajaran, dan diakhiri dengan memberikan tugas."

(Informan FD)

"Pelaksanaannya yaitu, bagian pembuka berupa menyapa anak, absen, dan persepsi. Bagian kegiatan inti yaitu menyampaikan materi berupa video pembelajaran. Terakhir bagian penutup baca doa, salam, dan absen sekali lagi."

(Informan EM)

"Tahap pelaksanaannya ini berupa salam, absensi, persepsi, menyampaikan materi, dan menutup pelajaran dengan menyampaikan materi yang akan datang. Cuma bedanya pada alokasi waktu, secara daring ini lebih diringkas waktu penyampaian materinya."

(Informan Y)

"Tahap pelaksanaan yaitu ada menyapa siswa, menanya kabar, absen, dan persepsi. Kemudian menyampaikan materi pembelajaran, dan terakhir menyampaikan penguatan materi yang telah disampaikan, mengevaluasi siswa dengan beberapa soal latihan mengenai materi yang telah disampaikan, dan menyampaikan materi apa yang akan dibahas hari berikutnya."

(Informan NM)

4.3 Online Learning Evaluation

From the results of interviews that the author has done, the learning process carried out by the teacher is via Zoom. It can be seen that in learning, the teacher often repeats the explanation of the material if there are still students who do not understand the material. This is done by the teacher because teaching online requires patience so that students can understand the material presented by the teacher. In addition, in the implementation of online learning, the teacher gives assignments to students and will send back the assignments of each student who has been given a grade. The assessment given by the teacher is in the form of an assessment of attitudes, knowledge, and skills. At the end of the material explanation, the teacher seems to always ask students about what has been explained. It aims to measure students' understanding ability. Based on the results of interviews conducted with research subjects obtained the following data:

"Evaluasi yang dilakukan ialah penilaian kognitif, psikomotor dan afektif, serta ulangan setiap satu KD."

(Informan HN)

"Ibu sekarang melakukan penilaian itu berdasarkan proses belajar mengajar berlangsung dengan melakukan tanya jawab. Kemudian setiap selesai satu KD tentunya akan diberi tes."

(Informan NM)

"Evaluasi itu seperti tanya jawab pada setiap pertemuan. Kemudian tes seperti esai, 2 soal cukup untuk satu KD."

(Informan Y)

"Evaluasi yang saya lakukan yaitu dengan menilai, saya kasi kisi-kisi latihan singkat. Anak paham atau tidak terhadap materi yang sudah saya sampaikan. Jadi setelah kita kasi materi, kita kasilah beberapa pertanyaan itu."

(Informan FD)

4.4 Difficulties in Online Learning

From the results of interviews that the author has conducted, it can be seen that in the implementation of online learning, some teachers are not accustomed to using online learning applications, especially for teachers who are over 45 years old. Although at first the teacher found it difficult, over time the teacher had started to get used to using electronic media in learning. In addition, students sometimes do not understand the material presented by the teacher, but the teacher will re-explain the learning material if there are still students who do not understand the lesson. Then the internet network problem is also one of the difficulties in learning during the Covid-19 pandemic.

5. Conclusion

Based on the results of research on the implementation of online learning at SMAN 6 Merangin, it can be concluded that the process of implementing online learning at SMAN 6 Merangin has been carried out well as learning at school. Students participate and are active in learning the teaching and learning process. Teachers also play a role in carrying out their duties for online learning. However, online learning is still not effective because there are still several obstacles faced in the learning process during the Covid-19 pandemic which resulted in a lack of effectiveness in the teaching process of students.

The implementation of online learning for Indonesian language teachers at SMAN 6 Merangin uses the Whatsapp application to communicate. Meanwhile, in the implementation of online learning, the

teacher uses Zoom and Google Meet to deliver learning materials. In addition, teachers also use media in the form of videos. The use of learning video media that aims to make it easier for students to understand the material. Furthermore, the teacher's assessment and evaluation is based on knowledge assessment (written test), skills assessment (practice), attitude assessment (spirit and creativity in learning).

The obstacle in the implementation of online learning is the unstable internet network so that students have difficulty learning. In addition, students also sometimes have difficulty understanding the learning material, but the teacher always gives more time by asking students if there are still students who do not understand the material. Then the teacher will patiently give a re-explanation.

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